

**ABOLISHMENT OF CORPORAL PUNISHMENT IN ZAMBIA:  
EVALUATING ALTERNATIVE MODES OF DISCIPLINE IN  
SELECTED GOVERNMENT SECONDARY SCHOOLS IN  
LUSAKA DISTRICT**

**BY**

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**LUSAKA**

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**AUTHORS DECLARATION**

I **Dingase Mtonga E.** do hereby declare that this research report is my own work and has not been previously submitted for a degree, diploma or any other award at this or any other university except in the case where acknowledgement has been made in the text.

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**CERTIFICATE OF APPROVAL**

This dissertation of Mtonga Dingase E. has been approved as partial fulfilment of the requirements for the award of the degree of Masters of Education in Civic Education

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## **DEDICATION**

This research is dedicated to my father Kufa Edwin Mtonga and my mother Fainess Mwale Mtonga who worked tirelessly in providing a solid foundation for my education. I also dedicate this work to my beloved husband Alick Ngulube, my daughters Taonga Ngulube, and Henera Ngulube, my son Lumbani Ngulube, my granddaughter Sarah Mtonga and grandson Wane Ngulube for their understanding and support during the entire period of this research.

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## **LIST OF ACRONYMS USED**

ATCP	-	Alternatives to Corporal Punishment
CCT	-	Congruent Communication Theory
DEBS	-	District Education Board Secretary
DEC	-	Drug Enforcement Commission
EFA	-	Education for All
GSDG	-	Global Sustainable Development Goals
HRC	-	Human Rights Commission
HQ	-	Headquarters
MDG	-	Millennium Development Goals
MoE	-	Ministry of Education
MoGE	-	Ministry of General Education
PEO	-	Provincial Education Officer
PTA	-	Parents-Teachers Association
SDT	-	Social Discipline Theory
UN	-	United Nations
UNESCO	-	United Nations Education Scientific and Culture Education
VCT	-	Voluntary Counselling and Testing

## **ABSTRACT**

The study aimed at evaluating alternative modes of discipline educators use to instil discipline in pupils after the abolishment of corporal punishment in 2003 in Zambian schools. The objectives of this study were: to verify the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools; ascertain their suitability; explore challenges educators encounter in using the alternative modes to instil pupils' discipline, and; solicit proposals to mitigate the challenges.

The study implored qualitative approach and a descriptive survey design. Data was collected from the documents reviewed; and through individual interviews, focus group discussions from a sample of 51 participants which comprised 21 teachers, 21 pupils, 3 school administrators, 3 Parent Teachers Association (PTA) representatives, from three Government Secondary Schools, and 3 policy-makers from the Ministry of General Education (MoGE) and Human Rights Commission (HRC) offices. Purposive sampling was used to sample policy makers, school administrators and PTA representatives. Typical and homogeneous sampling was used to sample teachers and pupils. Data was analysed according to emerging themes, and presented on tables and graphs.

The findings were that educators use dialogue, suspension, counselling, and manual to instil discipline in pupils. With regards to suitability, the findings were that alternative modes are suitable to use on pupils discipline as they are non-corporal, create a sense of responsibility in pupils, instil discipline and are lawful. The established challenges were that the modes consume time, are not effective to instil discipline, non-compliance by parents and pupils, lack of knowledge by teachers and pupils. The findings on mitigation of challenges were: the MoGE to prescribe alternative modes as a guide for educators and provide them with knowledge and skills to enhance the administration of discipline, teamwork by parents and teachers and insisting on pupils to adhere on school rules. In light of the findings, the study recommended that schools should have guidance and counselling departments with qualified counsellors to help in pupil discipline, educators to explore better contemporary trends on positive discipline, all schools to establish and strengthen child rights clubs and train peer educators on the importance of good discipline. Finally, more research to be conducted on ways of improving discipline in Government Secondary Schools.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

This chapter provides the background information to this study on the abolishment of corporal punishment educators in Government Secondary Schools used to instil discipline in pupils. The chapter also states the problem statement, unveils the objectives of the study, the research questions, the significance of the study, conceptual framework, the operational definition of terms, and organisation of the dissertation.

### **1.1 Background of the study**

Education which has to do with the imparting of knowledge and skills in a learner is an instrument for personal and national development, (Ministry of Education, 1977). At any level, education is expected to influence behaviour of those who experience it. According to Ministry of Education (1996), one of the government's goals of the education system is to produce a learner capable of maintaining and observing discipline and hard work as the cornerstones on personal and national development. It is for this reason that Millennium Development Goal (MDG) number two aimed at achieving universal primary education, (UNESCO, 2005). The government's vision for education is to have quality education for national development (EFA, 2005). In the same vein, Global Sustainable Development Goal (GSDG) number four aims at ensuring inclusive and quality education for all and promote lifelong learning (Sachs, 2016). This however makes the purpose of the Zambian education to focus on the development of individual personality in order for one to fit in the society contributing to the country's productivity. To this end, discipline is paramount and it has to be maintained.

The problem of indiscipline in schools has been characterized as serious and pervasive, negatively affecting student learning (Leigh, Cherihall & Saunders, 2009; Tozer, 2010). This problem manifests itself in a variety of ways which include late coming, smoking, vandalism, graffiti, examination malpractice, abusive language, sexual affairs, disobedience, theft, intimidation and general violence (Marias & Meier, 2010). In the past corporal punishment was implored as a tool to curb students' misdemeanours in Zambian schools as it was adopted and permissible in the education system mainly in secondary schools during the colonial days (MoE, 1997). Zambia issued a gazette notice for the abolishment of corporal punishment which was enacted into statutory instrument 10 of 2003 to bring juvenile justice in line with the International Human Rights Instruments of which according to article 37 (a)

of the United Nations Conventions on Rights of the Child (UNCRC) states that “no child shall be subjected to torture or other cruel, inhuman or degrading punishment,” (Beyani, 2008). Furthermore, the African Charter on Rights and Welfare of Children has equally condemned the use of corporal punishment in schools (Sonesone, 2005).

The banning of corporal punishment was initiated by parents and care givers in Sweden 60 years ago, of which in 1979, Sweden was the first to make it illegal to strike a child as a form of discipline, and has since spread to many other countries, (UNESCO, 2005). The negative impacts of corporal punishment on children led to its abolition in 2003 in all Zambian schools, (Banda 2006). Thereafter, teachers were expected to use alternative measures that are non-corporal to instil and maintain pupil discipline in schools despite the government not providing guidance on alternatives to corporal punishment at the time of its abolishment, (Mbozi, 2009; Soneson, 2005). The act left educators in a dilemma in as far as identifying the alternative modes of discipline to use and how to use them so that they are not in conflict with the law (Chisholm, 2007). It has further been reported that as a result of banning corporal punishment in schools, teaching has become a stressful and challenging occupation and that teachers are demotivated and feel hopeless and helpless (Mtsweni, 2008:112; Marias and Meiers, 2010).

Worth noting is that a very important development in the fight to eliminate corporal punishment in Zambia was that in 1999 an appeal was lodged in the High Court against a sentence handed down by a magistrates court, Soneson (2005). The court had ordered that a person be given ten strokes with a cane after being convicted for damage to property. This then followed the High Court ruling in the case of John Banda vs. the People (Kassan & Gallinetti, 2005), also known as the ‘Banda decision’ which overturned the appeal case from a magistrates court that sentencing a person convicted of damage to property by being given ten strokes of a cane was in direct conflict with article 15 of the Constitution of Zambia which guarantees both adults and children the right to protection from torture, inhuman and degrading punishment or other like treatment. Corporal punishment as a sentence imposed by a court was thus declared unconstitutional (Kassan & Gallinetti, 2005). It was arguably stated that all forms of corporal punishment of children is in contradiction of children’s rights to protection from inhuman and degrading punishment as well as physical ill-treatment, as stipulated in the Zambian Constitution (Kassan & Gallinetti, 2005). In principle, the above judgement set the pace for the abolishment of corporal punishment in Zambia (Kassan & Gallinetti, 2005).

However, Current studies done in Zambia have shown that pupil discipline in Zambian secondary schools is pathetic (Phiri, 2012; Mweemba, 2011, Banda 2006). Simango (2012) affirms that “the step taken by the Republic of Zambia to abolish corporal punishment in all schools created serious disciplinary issues in Zambian schools is evidenced by ....” There is an information gap among the educators in schools in Zambia on the alternatives modes of discipline with regards to those that are not in conflict with human rights and how the very alternative modes ought to be applied. It was not known how the alternative modes of discipline to corporal punishment on pupil discipline could have contributed to the scourge. It is in this view that the present study endeavoured to evaluate the alternative modes of discipline to corporal punishment educators in Government Secondary Schools use to instil discipline in pupils.

## **1.2 Statement of the Problem**

The overall research problem in this study was that despite a well-meaning move by the government to abolish corporal punishment as it was a violation of pupils’ rights, indiscipline has been on the increase in Government Secondary Schools; such that the Alternatives to Corporal Punishment (ATCP) educators use to instil discipline in pupils appear to be ineffective. The increase of indiscipline in schools is evidenced by the research findings on the impact of abolishing corporal punishment in Zambian schools by Simango (2012); Phiri, (2012); Mweemba, (2011), Banda (2006), respectively. If this trend is left unchecked, there is a possibility of many learners being forced out of school through suspension and expulsion, thereby increasing the number of unemployed youths in the streets, juvenile delinquency, diseases as well as teenage pregnancies. In Zambia there are limited theoretical and empirical studies which have been done to evaluate ATCP on pupils’ discipline. In trying to fill this gap, this study therefore endeavoured to evaluate the ATCP educators use to instil discipline in pupils in Government Secondary Schools (GSS) in Lusaka district-Zambia.

## **1.3 Objectives of the Study**

This research was guided by the following general and specific objectives:

### **1.3.1 General Objective**

To evaluate the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District.

### **1.3.2 Specific Objectives**

- i. To verify the alternative modes of discipline to corporal punishment which educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District;
- ii. To ascertain the suitability of the alternative modes of discipline to corporal punishment on pupils' discipline;
- iii. To explore the challenges educators encounter in administering the alternative modes to instil discipline in pupils in Government Secondary Schools; and
- iv. To solicit proposals on how the challenges faced can be mitigated to ensure good discipline in pupils in Government Secondary Schools.

### **1.4 Research Questions**

This study sought to answer the following questions derived from the specific objectives.

- i. What are the alternative modes of discipline to corporal punishment do educators use to instil discipline in pupils in Government Secondary Schools?
- ii. How suitable are the alternative modes that educators use to discipline pupils in Government Secondary Schools?
- iii. What challenges do educators face in using the alternative modes to corporal punishment to instil discipline in pupils in Government Secondary Schools?
- iv. How can the challenges faced by educators be mitigated to ensure good pupil-discipline in Government Secondary Schools?

### **1.5 Significance of the study**

This study is expected to provide information on the impact of alternatives to corporal punishment on pupils discipline to policy makers so as to enable them improve and develop better policies on discipline to guide educators in the administration of good discipline in schools. This will further assist educators to mitigate the challenges of using the ATCP in combating the scourge of the rampant pupil indiscipline in schools. It is also hoped that the acquired knowledge from this study will essentially contribute to the field of Civic Education in regards to pupils' rights and responsibilities; and the importance of good discipline.

## 1.6 Conceptual Framework

A conceptual framework is a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship diagrammatically, (Orodho, 2009). A conceptual framework contributes to a research because it identifies research variables, and clarifies relationships among variables. It is also valuable in the sense that it sets the stage for presentation of research questions that drive the study. In this case, a conceptual framework assisted a researcher to develop awareness and understanding of the situation under scrutiny. When clearly articulated a conceptual framework has potential usefulness as a tool to assist a researcher make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation. The conceptual framework for this study is as illustrated below:

### Conceptual Frameworks on Alternatives to Corporal Punishment

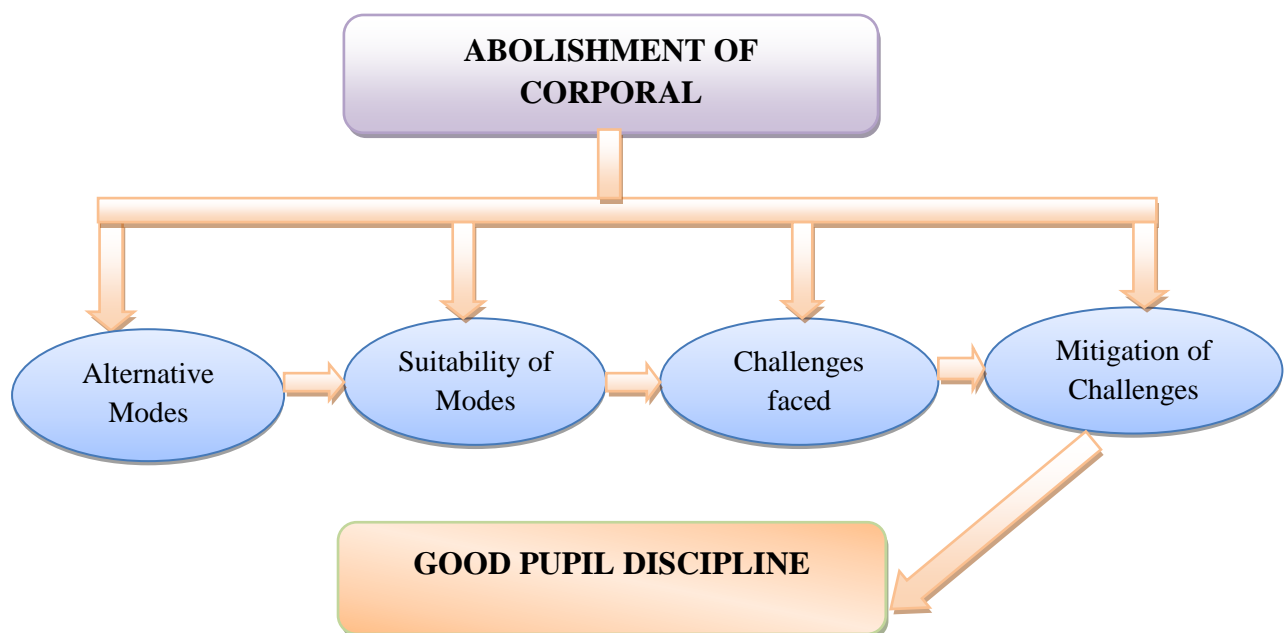


Figure 1.1

Source: Researcher (2016)

From the time corporal punishment was abolished in Zambia in 2003 (Beyani, 2008), educators in all schools are expected to use Alternatives to Corporal Punishment. This has led to identifying the modes to instil discipline in pupils, their suitability, the challenges faced by educators in using the modes and coming up with proposals to mitigate the challenges faced in order to achieve good pupil discipline. This is as illustrated on the model above. Once good pupil-discipline is achieved it will result into sound decisions, courtesy, obedience,

respect, achieving objectives, good and conducive teaching and learning environment as well as higher academic performance, among many. These achievements are in line with the policy documents; *Educating Our Future* (1996), EFA (2005), MDG number 02, GSDG 04, and vision 2030, as explained in the background of this study.

### **1.7 Operational Definition of key terms**

The following key terms have been defined in relation to the way they have been used in this study.

**Alternative modes:** Refers to cause of action or methods of discipline other than corporal punishment implored with an aim of achieving pupils' discipline in schools.

**Corporal punishment:** Refers to deliberate infliction of pain or physical punishment or physical force by educators intended to cause some degree of pain or discomfort for correction, control, and changing behaviours in the belief of educating their pupils.

**Discipline:** Refers to self-restraint in an individual for the welfare of all. It is control of one's emotions and action for the development of desirable attitudes according to acceptable standards.

**Educators:** A person such as a teacher or a school administrator who has a job in the field of education.

**Suitability:** Refers to the quality or the degree to which the alternative modes to corporal punishment have the right properties to mitigate challenges of pupils' discipline.

## **1.8 Organization of Dissertation**

**Chapter one** provides the background of this study. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this study, conceptual frame work and operational definition of key terms of this study.

**Chapter two** presents theoretical underpinnings and provides a review of literature related to this study. It explains the concept of punishment and discipline. It further critiques the studies reviewed, and identifies and justifies the gap and the essence of undertaking this study.

**Chapter three** presents the methodology that was used for this study. It shows the research design that was adopted, the population and sample size, the data collection method and instruments and data analysis methods as well as the procedures, discussions, validity, reliability and credibility, as well as limitation and delimitation of the study.

**Chapter four** is a presentation and of the findings for this study. The findings are presented using research questions and the emerging themes.

**Chapter five** provides a discussion of findings. This is done using research objectives and the emerging themes. The findings are also confirmed and disconfirmed by the reviewed literature and the theoretical framework adopted for this study.

**Chapter six** presents a conclusion for this study as well as the recommendations made. Thereafter, the chapter is succeeded by references and appendices.

## **CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FOUNDATION**

### **2.0 Overview**

The preceding chapter presented an introduction to the study on the alternative modes of discipline to corporal punishment educators use to instil discipline in Government Secondary Schools in Lusaka District. This Chapter proceeds with a detailed literature review related to this study on what other researchers and scholars have written based on foreign and the Zambian studies, followed by theoretical underpinnings.

This chapter of literature focuses on the concept of discipline and punishment, alternative modes to corporal punishment, the suitability of alternative modes on pupil discipline, challenges faced by educators in using alternatives to corporal punishment and how to mitigate the challenges faced. Furthermore, this segment synthesises and critiques studies and writings which are related to this study and shows how this current study deviates from the reviewed literature, and in doing so, research objectives are rephrased and used as themes (O'Neil, 2010). Thereafter, the theoretical foundation based on social discipline theory by Dreikurs and congruent communication theory by Ginott and why they have been linked to this study has been explained.

### **2.1 Related Literature on the Concept of Discipline and Punishment**

Discipline is paramount in every school for the success of teaching and learning processes as well as moulding a pupil to be a better and responsible citizen in future (Bear, 2010). The administration of discipline in schools under the chairmanship of the Deputy Head teacher has the responsibility of ensuring that the learners are helped to understand the importance of discipline and its roles in a view of achieving success in all spheres of school life.

The word discipline is derived from the word disciple, which implies teaching or helping one to grow and to achieve (Jones, 1989). The understanding of the word discipline is in line with the definition provided by UNESCO (2006) that “discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both short and long term.” Basing on the forgoing understanding of discipline, it can be deduced that discipline has to do with positive correction as advocated by social discipline and congruent communication theories which are in line with non-corporal modes of discipline as emphasized in the post corporal punishment era in all Zambian schools. These views are validated by Musambi, (2003) who affirms that in secondary schools, discipline enables one to grow morally and intellectually

and that one is moulded to be independent and responsible. Discipline involves a “series of victories,” as argued by Ojwang (2005). He further asserts that discipline is the step of moving ahead and is never ending.

In the contemporary, discipline has been understood as a system of arranging conditions for healthy learning and living. Okumbe (1998) argues that discipline is the action by management to enforce organizational standards. This means that it is the action taken by an adult to help a child to change his or her behaviour. In line with Mbiti, (1998), discipline is understood as a system of guiding the individual to make reasonable decisions responsibly. This however also implies that discipline has to do with responsibility, order and regularity. For instance, according to Ojwang (2005), in a classroom situation, discipline means the control of a class in a bid to achieve desired and acceptable behaviour. From this view, it is observed that when discipline is properly handled it would undoubtedly produce students with self-direction, responsibility and concern for others. Good discipline in secondary schools aim at primarily creating and maintaining a good teaching and learning environment resulting in school academic success (Musambi, 2003). This is the case with some of the best performing schools in Zambia, mainly those that are run by church organizations of which examples of such schools in Lusaka District-Zambia would be Roma girls and Matero boys’ Secondary Schools. Students from such schools are known to be high performers at grades 9 and 12 national exams.

On the contrary, indiscipline among students comprises acts that interfere with learners attempts to grow and achieve given objectives. In an effort to instil discipline among learners, educators have used methods of rewards and punishments for good and bad behaviours (Okumbe 1998). School discipline has not only caused students to turn on each other but also has made them to be deviant to their teachers. It is for this reason that social discipline theory as advocated by Dreinkurs, (Wolfgang, 2001); and congruent communication theory advocated by Ginott (Charles, 2011) encourages educators to focus less on punishment and discuss behaviour problem to enable offenders gain self-discipline and help them feel safe and valued. In behaviour terms, discipline means various aspects of relationships while in others it means obedience to the society.

Punishment however is perceived as a way of correcting learners’ behaviour, so that the offenders do not repeat the offence (Greydanus, 2009). This implies that punishment on the other hand serves as prohibitions to those who see their fellow student being punished so as

not to commit the same offence. It is also seen as a deliberate and an unpleasant stimulus of inflicting pain through caning or psychologically through the use of abusive or negative words on an offender, (Naong, 2007). This does not suggest that punishment completely eradicates misbehaviour in pupils, if anything punishment especially corporal punishment makes pupils becomes bitter, violent, and develops low self-esteem which leads them to being more rebellious. This is supported by Yaghambe & Tshabangu (2013), Greydanus (2009) and that Greydanus (2009:4) further state that “approximately half of students subjected to severe punishment develop an illness called Educationally Induced Post Traumatic Stress Disorder (EIPSD) whose symptoms are depression and anxiety.” This too is supported by UNESCO (2006).

## **2.2 Related Literature on Alternative Modes to Corporal Punishment**

There is enough evidence from literature which shows that educators in countries where corporal punishment has been abolished are now using modes that are non-corporal. Naong (2007) in Kenya found out that educators who usually relied on corporal punishment now had to develop alternative methods of coping with discipline problems. Current studies show that most schools have moved away from corporal punishment as a disciplinary action and rely more on alternative forms of punishment such as in-school suspension after school detention and other wide range of punishments (Ndembu, 2013). However, it is observed that the alternative modes of discipline in schools vary from one school to another. For instance, some schools apply some alternative mode of discipline that are useful to the community such as a Saturday afternoon working party to cut long grass, clean dishes, counselling and guidance, pastoral teaching, sending for parents, recommending deviant pupils to improved schools, or involving police for serious crimes (Wambura, 2010). Studies done by Ajowi & Simatatwa (2010:266) in Kenya revealed that “most schools use manual work...which is in form of sweeping, picking litter, slashing digging the garden to discipline student offenders.

Worth mentioning is that alternative modes of discipline used in schools both at local and international levels may appear to be the same though some may differ, just like the similarities and differences of indiscipline cases in schools. Studies done by Ndembu (2013) in Kenya revealed some of the alternative methods used in Kenya as forms of discipline. Among many are guidance and counselling, rewarding of disciplined pupils, involving students in decision making, improving extra circular activities, delegating responsibilities to deviant students, sending for parents of offending students, empowering the students body,

adopting a school language policy (English). Some of the stated alternative modes are similar to what this study verified except for responses like; rewarding of disciplined pupils, adopting a school language policy (English) which were not part of the responses. Contrary to the established alternatives by other researchers above, Griffins (1996) gives a different view that grave offences can be dealt with through counseling as opposed to manual work. His view is supported by Ayeyiko (1988) who observes that alternative modes of discipline such as counselling enable offenders to get to the roots of the problem through interrogation and those pupils have the liberty to use and realise the dangers of their disobedience. However, Mweemba (2011:16) in his research conducted in selected Zambian Secondary schools in Kabwe contradicts the above supporting authors and findings of this study based on one of his objectives, established that “many teachers have no alternatives to punishment and so most teachers overload the office of the Head teachers with all sorts of pupil offences....” The researcher of this study is not in support with Mweemba’s (2011) findings due to the fact that there are some alternatives such as sweeping, paper picking and watering plants which were used during corporal punishment era which educators have continued to use after the abolishment of corporal punishment. This too is in line with the findings of the research done by Phiri (2012) in in selected secondary schools in Solwezi district which showed some alternative modes used by educators after the abolishment of corporal punishment in schools. The purpose of Mweemba’s study was to investigate the effectiveness of punishment in suppressing deviant behavior among pupils which is not the purpose of this study.

In Zambia, most pupils who experience corporal punishment prefer to be disciplined in a non-violent manner, (Clacherty, 2005). The learners want teachers to talk to them and explain what they did wrong instead of using corporal punishment or other forms of humiliating or degrading punishment (Soneson, 2005). The learner’s views are in line with the two theories used in this study which encourages educators to focus less on punishing pupils. This is evidenced by the research done in Zambia by the NGO called Save the Children is Sweden which constitutes a report on children’s views on corporal punishment and other forms of humiliating and degrading punishment (Soneson, 2005). The research was conducted in Southern, Lusaka and Copper belt provinces in Zambia, respectively. Below are some of the findings and the responses from the children who had some experiences of corporal punishment:

*“My teacher shouted at me because I was chewing a gum, she said I’m a foolish girl, and stupid.” Girl, Lusaka Province*

*“I was beaten on the buttocks with a hosepipe which had a stick inside. I was amongst the group, which was found beating up a grade one pupil. I felt hot and sore on the buttocks and embarrassed because my friends were laughing at me.”*

*Boy, Copper belt Province*

*“I was told to kneel down in the sun for two hours for not doing well in the R.E subject.”*

*Girl, Southern Province.*

However, according to the general survey from the ending corporal punishment campaign, Soneson (2005) suggests some of the alternative modes to corporal punishment which educators in Zambian schools should be using. Among many, some are; praise and rewards, using good words when correcting the offender, negotiate a compromise, guidance and counselling, giving the offender a non-abusive task related to what a child has done wrong and restorative justice Soneson (2005). However, the alternatives given are suggested alternative modes of discipline in the Zambian context. Little research has been conducted to establish the alternative modes of discipline used by teachers to instil discipline among pupils in Government Secondary Schools, and if the suggested measures as reported from the research conducted by Soneson (2005) are being used in Government Secondary Schools in Zambia. Most researchers are mainly interested in issues to do with the effects of abolishing corporal punishment and the types of indiscipline in schools. Hence the strength and justification of this research to try and fill the gap which may lead to improved discipline in Government Secondary Schools in Zambia.

### **2.3 Related Literature on Suitability of Alternatives to Corporal Punishment**

As already alluded to, there are different types of alternative modes of discipline to be used in order to instil discipline among pupils in Government Secondary Schools. However, research has shown that the suitability of discipline to be applied on offending learners is dependent on the offence. This is echoed by Griffins (1996) whose views were that a grave offence is dealt with through counselling as opposed to corporal punishment. He further expressed that suspension should rarely be used to deal with disruptive behaviour. He is of the view that counselling by members of school and pastoral program should be used. His view is supported by Ayeyiko (1988) who observes that counselling enable offenders to get to the roots of the problem through interrogation and those pupils have the liberty to use and realise the dangers of their disobedience. Literatures reviewed according to UNESCO (2006) suggest

that the suitability of the alternative modes should be within the confines of the legislation on the abolishment of corporal punishment. This is affirmed by Beyani (2008); and Soneson (2005) who contends that children are human beings who should be free from any form of violence. The reviewed literature with regards to suitability is also in line with the children's rights instrument which was adopted on the 20<sup>th</sup> November 1989 and which was ratified on 2<sup>nd</sup> of December, 2003, UNESCO (2006).

To ensure suitability of alternative modes of discipline, Tattum (1989) argues that there should be different ways of dealing with offenders since the nature of offences vary. Suitability of the modes of discipline aims at achieving the intended goal of instilling discipline among learners in the school environment. Teachers play a role of friend and advisors to pupils and that at the same time, they are disciplinarians to those whose behaviour is giving cause of concern (Tattum, 1989). Punishment for misbehaviour may include detention or suspension. In case of absenteeism, parents should be involved. However suitability of the alternative modes to corporal punishment is dependent on how well they are applied on offenders. If not well handled, they can be rendered unsuitable. Research conducted by Phiri (2012), in trying to establish the impact of abolishing corporal punishment and the nature and causes of indiscipline in secondary schools has revealed that there has been an increase of indiscipline in secondary school from the time corporal punishment was abolished in schools in Zambia. The findings of such increase are attributed to the unsuitableness and ineffectiveness of the alternatives to corporal punishment of which may not be the case because pupils learn well in violent free environment where corporal punishment is not used as a means of correcting offenders as supported by Soneson (2005) in her research conducted in Southern, Lusaka and Copper belt provinces in Zambia, the findings were that pupils would rather their teachers talk and advise offenders other than using corporal punishment on them. This too is acknowledged by a research conducted in Kenya by Kindiki (2009) on student discipline in secondary schools on the role of guidance and counselling which shows that the schools with guidance and counselling programmes were seen to be effective in that there was a great change in pupils' behaviour.

Another research was done in Kenya by Ndembu (2013) to investigate on the influence of alternative strategies on discipline. The findings showed that 97.7% reported that the alternative strategies have influenced discipline positively while 2.3% disagreed. This however may be attributed to the effectiveness of the alternative modes of discipline to corporal punishment in Kenyan schools. The same research done by Ndembu (2013) on the

effectiveness of alternative strategies indicate those 98% (students), 90% (Teacher counsellors) and 50% (deputies) respondents showed generally how effective the alternative strategies are; though the effectiveness differ on the nature of the strategy. However, modern educationists, physiologists and child development experts are opposed to smacking as an effective means of disciplining school children (Clark, 1980; Hopson, 1993).

Research done by Ayieko (1988) in Kenya on the suitable disciplinary method showed that; 52% of teachers preferred counselling as a suitable method which is generally applicable to the secondary school pupils for both genders. Teachers expressed the views that counselling makes students feel closer to the teacher and that it enables the offenders establish friendly relations. Teachers expressed the views that counselling enables them to get to the roots of the problem through interrogation and that students have the liberty to take and realize the dangers of their disobedience. In as much as counselling is being preferred as a suitable method of discipline, most educators lack the skill of counselling as for some teachers, counselling was not a component of their training.

#### **2.4 Related Literature on Challenges faced by Teachers in using Alternative Modes**

The escalating levels of pupils indiscipline in the post corporal punishment in schools is evidence enough that educators in secondary schools face a lot of challenges in trying to instil discipline in pupils using the alternative modes. However, there are some challenges that teachers face in the use of alternative methods to corporal punishment. According to study conducted in Kenya by Songul (2009), educators face a lot of challenges in administering alternative modes of maintaining discipline in schools. The challenges cited were with regards to time. Educators felt the use of alternative modes of discipline were time consuming. For instance in a classroom situation, it is time consuming in that teaching and learning processes are disrupted. Furthermore, there is also a challenge of lacking skills in administering them in the sense that little or no training is given to the educators. Teachers also lack patience when it comes to administering of ATCP as these are time consuming. They feel corporal punishment is a quicker method. Teachers, therefore, feel that alternative method of maintaining discipline in schools do not have relative advantage over corporal punishment (Songul, 2009). Studies done by Gladwell (1999) revealed that the alternative methods to corporal punishment are impossible to use in maintaining discipline in over-populated schools.

The foregoing is acknowledged by Phiri (2012) and Simango (2012) whose findings on the impact of abolishing corporal punishment in Zambian schools revealed that teachers face a lot of challenges of discipline in schools. This is in agreement with the study undertaken by Maposha & Shumba (2010) in South Africa; their findings were that following the introduction of alternatives to corporal punishment, indiscipline in schools has continued to grow. Educators who previously relied on corporal punishment now have to develop alternative methods to cope with discipline problems (Naong, 2007). Educators feel disempowered by the outlawing of corporal punishment. Lack of discipline or challenging behaviour in secondary schools and classrooms is one of the serious problems experienced by educators (Lloyd & Judyth, 2009). The challenging behaviour results in educators feeling helpless and disempowered, (Masitsa 2008). According to Leigh, Cherihall & Saunders, (2009); Tozer, (2010), the problem of indiscipline in schools has been characterised as serious and pervasive, negatively affecting student learning. This may lead to unsuccessful teaching and learning resulting in failure by the educators to complete the syllabus which leads to poor grade 9 and 12 results at national level.

However, the challenges faced by educators in secondary schools may be due to the required time and patience to handle some offences, depending on the gravity of the offence. A study carried out by Martin (2006) reviewed that teachers prefer caning the student for range of offences such as lies, playing tricks, cheating, stealing, violence and failure to score high marks during a test.

The other challenge that educators may face for instance in a Zambian context would be on the effectiveness of the alternative modes of punishment to use and how best to use them as they were left with no alternatives or guidelines after corporal punishment was abolished in Zambia (Sonesone, 2005). Governments in other countries such as Michigan, South Africa and Kenya were given guidelines on alternatives to corporal punishment, Maposha & Shumba (2010); Ndembu (2013), hence a challenge by some educators in identifying and using of alternative modes in the countries where guidelines and alternative modes are not provided.

## **2.5 Related Literature on how Educators can mitigate the Challenges**

However, with regards to mitigation of the challenges of poor administration and ineffectiveness of alternative modes in Michigan schools for instance, the public act 6 of 1992 makes it mandatory that a list of alternatives to corporal punishment is distributed in all

schools by a particular district and that each district should make its own list. In order to enhance the effectiveness of the use of the alternatives to corporal punishment some of the many alternatives provided area: providing direct instruction to students using positive reinforcement, employing problem solving, communicating with parents, guidance and counselling (Charles 2011 and Richard 2003). Districts in America are mandated to establish policies and procedures for staff to follow in addressing students whose behaviour interferes with the normal functioning of the school. The policies also states that specific instances of the use of alternatives to corporal punishment be reviewed periodically to determine their effectiveness. Nevertheless, the practice in Michigan schools does not suggest that this should be the practice for all the schools in the world that have abolished corporal punishment.

Going by what has been agreed upon in Michigan in ensuring good discipline in their schools, this helps the educators to easily implement the provided alternatives. By evaluating them, it also ensures suitability of alternative modes used. In this way, the educators are able to mitigate the challenges of administering the legal modes of discipline. This in turn can reduce indiscipline cases and enhance academic success.

The views established by Gladwell, (1999) from the respondents in his research on the effective disciplinary measures on pupils' discipline, were that educators should use alternative modes to deal with discipline problems other than the use of corporal punishment. The research further revealed that for easy administration of the alternatives modes of discipline and their effectiveness as well as mitigating challenges that teachers face in using them, there is need to train educators in the proper use of the legal alternatives to corporal punishment. Kindiki, (2009), expressed a view that routine inspection of schools by quality assurance and standard officers should be done to ensure that alternative modes of discipline in schools are effectively implemented. Furthermore, Kindiki (2009) postulates that evaluation of guidance and counselling in schools for purposes of continuous improvement is also a necessity to help in mitigating the challenges of discipline in schools.

## **2.6 Identified Gaps and Justification**

Based on the reviewed literature, it is clear that the four research objectives and the problem for this study were not earlier on addressed by local researchers in this area. This is attributed to the fact that most of the writings and studies based findings from foreign countries which could not be generalised to the Zambian scenario. Additionally, the local studies reviewed had their objectives different from what the current study aimed to achieve. For instance,

Phiri (2012) concentrated on the impact of abolishing corporal punishment in Zambian school; Simango (2012) investigated on effects of corporal punishment ban in high schools; Mweemba (2011) investigated on the effectiveness of punishment in suppressing deviant behavior among pupils; Sonesson (2005) looked at the perception of pupils in abolishing corporal punishment and proposed better alternative to corporal punishment for teachers to be using on pupil discipline, and Banda (2006), investigated on the negative effects of corporal punishment on children. Their studies have revealed the types, causes and the high levels of indiscipline in secondary schools, causes of indiscipline as well as some preferred alternative modes of discipline to be used by educators in secondary school to instil pupil discipline. However, the current study did not focus on corporal punishment modes but on alternatives to corporal punishment. It appears no clear studies have been done to evaluate the suitability, the challenges faced by educators in using ATCP as well as soliciting measures to mitigate the challenges. Owing to the forgoing above, the problem for the current study was not addressed and the research questions were not answered by the previous studies and academic publications, but were adequately answered by this study.

## **2.7 Theoretical Foundation**

Ng'andu, (2013) states that, a theoretical framework can be looked at as a collection of interconnected ideas based on the theories. It explains a phenomenon and tries to explain why things are the way they are basing on theories (Kombo & Tromp, 2013). As perceived by Imenda (2014:189), "...a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem. Once data are collected and analysed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them (Imenda, 2014).

School discipline practices are generally informed by theories from psychologists and educators. There are a number of theories to form a comprehensive discipline strategy for an entire school or particular class of which some are: positive theory, Adlerian theory, and choice theory to name but a few (Richard, 2003). Of the so many theories, this study is linked to a social discipline theory advanced by a social psychologist named Rudolf Dreikurs

(Wolfgang, 2001), and to congruent communication theory advanced by a clinical psychologist and an educator called Haim Ginott (Edith , 2009).

### **2.7.1 Congruent Communication Theory (Haim Ginott 1722-1973)**

Haim Ginott puts an emphasis on congruent communication, "to mean communication that is harmonious with students' feelings about situations and themselves" (Charles, 2011:35). Ginott also encouraged teachers to use sane messages because they focused on the current situation and not on past incidents. In addition, he urged teachers to use laconic language which is defined as, "short and to the point-when responding to or redirecting student misbehaviour" (Charles, 2011:35). He also encouraged teachers to not ask questions when discussing behaviour issues, as he believed that by asking a student why they did something, teachers made their students feel guilty and defensive (Edith , 2009). To avoid these problems teachers should just explain or demonstrate the appropriate behaviour (Charles, 2011). Ginott encouraged teachers to set clear boundaries for behaviours while acknowledging and exploring emotions (feelings). Another of Ginott's beliefs was that it is important to attach rules to objects. He believed that children are supported by strict boundaries and rules, (Brown, 2003). In order for teachers to make a positive impact, Ginott stated three things: (1) the teacher must model communication that is congruent with student's emotions and surroundings; (2) the teacher must include cooperative learning; (3) it is important to use discipline in place of punishment. By actively doing these three things teachers can create an environment with "congruent communication" (Edith, 2009).

### **2.7.2 Implementation of Ginott's Theory in Secondary Schools**

Haim Ginott's theory about communication and the importance of positive relationships may be more applicable to secondary school students simply because students are more able to respond and contribute (Edith, 2009). In general, teachers should accept their students both for their person and for the behaviour. If there is a problem teachers should address it, not the character of the student and should always strive to guide students to acceptable behaviour rather than criticize (Charles, 2011). Ginott discourages name-calling, sarcasm, and other forms of put-downs (Edith, 2009). The other tip from Ginott's theory regarding classroom management is that; punishment should be avoided and praise should be handed out only if it is authentic and warranted (Charles, 2011). Punishment is counter-productive according to Ginott because once it is over the student feels that they have paid for their mistake and are free to commit it again (Ginott, 2000).

### **2.7.3 Social Discipline Theory (Rudolf Dreikurs 1897-1972)**

Rudolf Dreikurs believed that learning occurred best in a democratic classroom. He urged teachers to speak positively, be encouraging, focus on strengths, and to provide students with the skills they need to be independent and responsible (Wolfgang, 2001). Dreikurs emphasized that students should feel safe and valued. He urged teachers to discuss the behaviour problem with the student and to have the student create goals to improve their behaviour (Wolfgang, 2001). Lastly, Dreikurs thought a student needed to show responsibility for him/her, but also for a group of people. As students learned to make responsible decisions he believed that the student gained self-discipline (Charles, 2011:59).

### **2.7.4 What do these theories mean to educators?**

Both Ginott and Dreikurs believed that behaviour is a form of communication and they urge teachers to focus less on punishment and focus more on teaching the appropriate behaviour (Charles, 2011). They also believed that the teachers' consequences do affect their students' self-esteem (Charles 2011). It is for this reason that Dreikurs believed that encouragement is powerful. Teachers need to explain and demonstrate how students should appropriately act at school (Wolfgang, 2001). In addition, teachers need to make sure that their classroom is a safe place where all students feel like they belong. Though these theories were created a while ago they are still applicable in today's classrooms and school situations (Charles, 2011).

### **2.7.5 Linking the above two theories to this study**

The justification of linking this study to Dreikurs's and Ginott's theories of social discipline and congruent communication respectively was that since the abolishment of corporal punishment by the Government of the Republic of Zambia in 2003 (Simango, 2012), the government expects teachers in schools to administer alternative modes of discipline in the absence of corporal punishment which should be positive in nature. This is with a view to encouraging democracy and having a non-violent school community where learners will be independent, responsible and self-disciplined (Soneson, 2005).

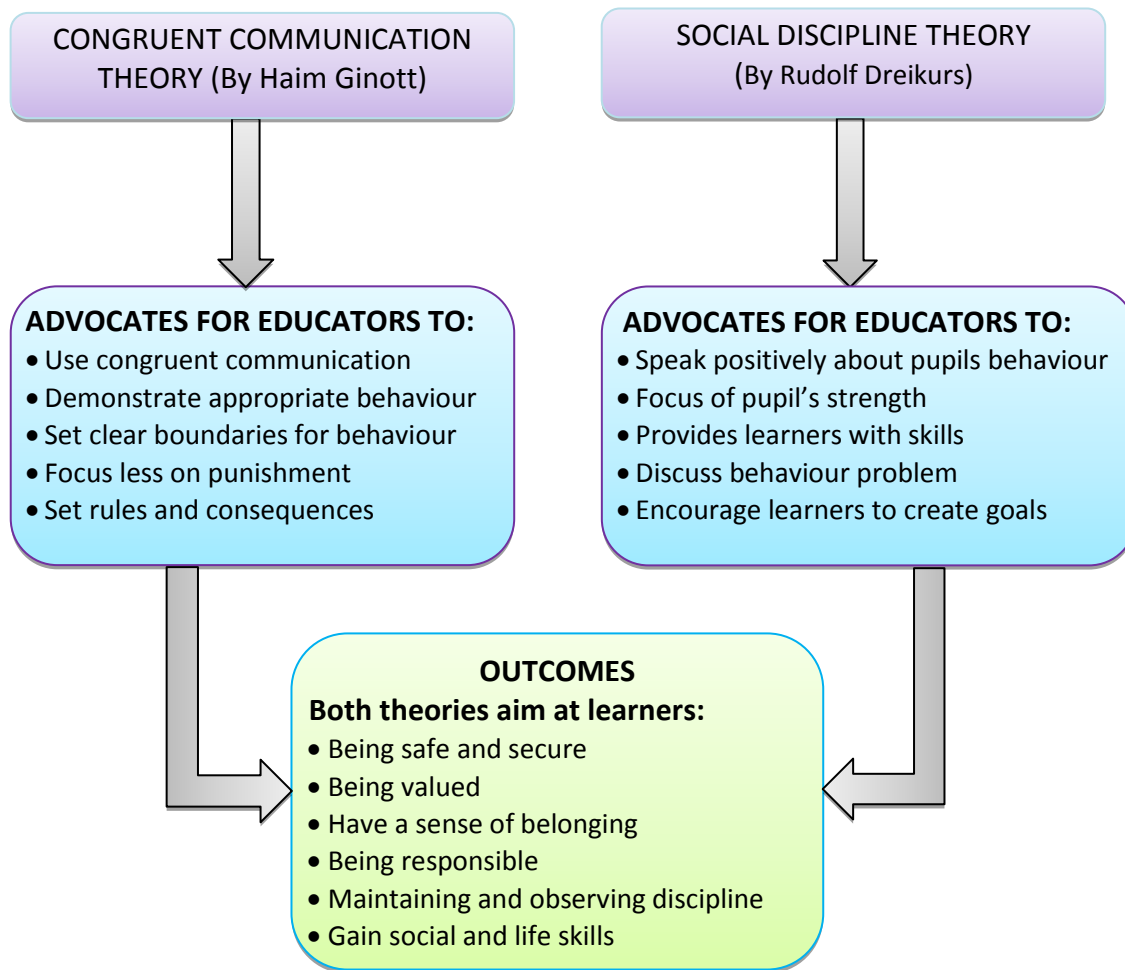
A further justification in linking Dreikurs and Ginott's theories to this study was that the theories best cover the means of mitigating pupil indiscipline based on the general or school discipline and classroom management in a positive way without the use of corporal punishment (Soneson, 2005). The theories are applicable in secondary schools in the sense

that pupils are more able to respond and contribute positively and that this can be weaved in relatively easily to any existing classroom or school management system without description. It is for this reason that these theories are appropriate to the study as the study endeavoured to carry out a research in Government Secondary Schools to verify alternative modes of discipline to corporal punishment used by educators to instil discipline in pupils, ascertain their suitability on pupil discipline, explore challenges educators face to instil discipline in pupils in using the alternative modes, and propose measures that will help mitigate the challenges which will help educators appropriately to mitigate challenges of discipline in Government Secondary Schools.

Another justification of adopting the two theories to the study was that since the study has to do with positive discipline, the two theories are appropriate as they focus on the positive points of behaviour based on their ideas that there are no bad children, but good and only bad behaviours (Ginott, 2000). A teacher can reinforce the good behaviours without hurting the learner verbally or physically (Charles, 2011). People who engage in positive discipline are not ignoring a problem, rather they are actively involved in helping their children/learners learn how to handle situations more appropriately while remaining calm, friendly and respectful to the children themselves (Soneson, 2005).

Worth mentioning is that Ginott's and Dreikurs's theories were linked to this study in the sense that they are in agreement and in line with the Zambia's Education Mission Statement, and goal (viii) which talks of educators in schools educating a learner capable of maintaining and observing discipline (MoE, 1996). The foregoing are reflected in Dreikurs's and Ginott's theories as the kind of positive discipline on a learner is suitable and long term in that it considers what the children are thinking, feeling, learning and deciding about themselves and their world and what is to be in the future to survive or to thrive (Charles 2011). The kind of discipline also teaches learners important social and life skills such as respect, for others, problem solving, and cooperation as well as skills to contribute to the home, school or larger community (MoE, 1996). Learners also become encouraged to be constructive, use of personal power and autonomy (UNESCO, 2005). Suffice to say is that this study was linked to Dreinkurs and Ginott's theories as both the study and the theories focus on quality education as linked to EFA (2005), MDG 02 and GSDG 04 which leads to pupil academic success. However, the components of social discipline and congruent communication theories are summaries on the chart below:

## Congruent Communication and Social Discipline Theories



*Figure 2.2*

*Source: Researcher (2016)*

## 2.8 Summary of Chapter 2

The chapter reviewed the related literature on the alternatives to corporal punishment by examining different writings and research done by other researchers at local and international levels. The chapter explored the concept of discipline and punishment as some educators have confused them to mean the same. It also examined the suitability, challenges of alternative modes to corporal punishment on pupils discipline as well as measures to mitigate the challenges faced. The chapter presented theoretical underpinnings and further presented the theoretical framework as illustrated on figure 2 above. Furthermore, this chapter highlighted the gaps and has shown the role this study played in filling those gaps.

The next chapter deals with the Methodology that was used in this study.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

The previous chapter reviewed literature from different countries around the world by different researchers and scholars related to this study. This chapter however deals with the methodology used in the study. It presents the research designs, the population and sample, sampling procedures, research instruments used procedures in data collection, processing and presentation as well as providing the justification for each of them. Delimitation and limitations of the study is also presented.

### **3.1 Study Area**

The study was conducted in Zambia's Lusaka Province, Lusaka District. This district was purposively sampled due to the many disciplinary cases recorded in schools such as drug abuse, beer drinking and examinations malpractice. The sample for this study was drawn from Government Secondary Schools. The study targeted those schools with high records of indiscipline, as recorded in their punishment books.

### **3.2 Research Design**

According to Kombo and Tromp (2013), a research design is considered as the structure of the research. Orodho (2003) defines it as a scheme, outline or a plan that is used to generate answers to the research problems. Achola & Bless (1988:54) define a research design as "...a programme which guides the researcher in collecting, analysing and interpreting observed facts."

The study adopted a descriptive research design particularly a survey design under qualitative approach. Descriptive survey is the method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the varieties of education or social issues (Kombo and Tromp 2013). For example, teachers in schools can carry out a survey to find out students' attitudes towards their teaching styles or discipline.

The design was considered appropriate for the study because according to Kothari (2006) survey is concerned with describing, recording, analysing, and reporting conditions that exist or existed. Kerlinger (1973) argues that survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. For this study the descriptive

survey research design enabled the researcher to explore the influence of the alternative modes in the absence of corporal punishment on pupil discipline in Government Secondary Schools in Lusaka District of Zambia. The design was also appropriate for the study in the sense that the researcher used interview guide and focus group guide as instruments for the chosen design. In using this design the researcher identified the individuals that would be surveyed. Questions that solicited the desired information were constructed. The means by which the survey would be conducted were identified. Data was summarised in a way that provided the designed descriptive information.

In addition, qualitative methodology was used in this study, because qualitative methodology stems from an anti-positivistic and interpretive approach, which is idiographic and holistic in nature, aiming at mainly understanding social phenomena and the meaning that people attach to everyday life (Blaikie, 2010). Therefore in the case of this study, qualitative approach was used to explore the behaviour, beliefs, perceptions and experiences of the participants regarding the management of school discipline through the use of alternative modes of discipline in the absence of corporal punishment. The study helped to give voices to participants as it probed issues that lay beneath the surface concerning the suitability, of ATCP and the challenges that educators encounter in using the modes to instil discipline among pupils in Government Secondary Schools in Lusaka district-Zambia.

### **3.3 Population, Sample and Sampling procedures**

#### **3.3.1 Population**

Population is a set of people or entities to which findings are to be generalized. Fraenkel & Wallen (1993) define research population as the group of interest to the researcher, the group to whom the researcher would like to generalise the results of the study. In this study, the target population meant a group of individuals that had the same characteristics from which the sample was drawn. Consequently, this study targeted 35 Government Secondary Schools, 35 school administrators (Deputy Head teachers), 126 grade teachers, 306 pupils (prefects, head boys/girls) and 35 PTA chairpersons, 15 policy makers from MoGE (The District Education Board Secretary and the Standards Officers) and 3 from HRC (Human Rights Advocates).

### **3.3.2 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. Fraenkel and Wallen (1983) refer to a sample in a research study as any group from which information is obtained. Thus, this study had a total sample of 51 respondents which comprised 3 policy makers, 3 school administrators, 3 PTA representatives, respectively, and all were interviewed individually. Furthermore, 21 teachers formed three focus groups; and 21 pupils formed three focus groups comprising seven participants in each of the focus group.

### **3.3.3 Sampling Procedure**

Purposive sampling procedure was used to sample categories of respondents. According to Kombo & Tromp (2013:82) purposive sampling is a “sample method the researcher purposively targets a group of people believed to be reliable for the study.” It is for this reason that the study intended to use the stated categories of people who were believed to have the information through experience on the performance of the alternative modes to corporal punishment to instil discipline among pupils in Government Secondary Schools in the absence of corporal punishment.

Purposive sampling was thus used to sample 3 school administrators, 3 policy makers, and 3 PTA representatives. Homogeneous and typical samplings were used to sample 21 teachers and 21 pupils. The selection was based on the knowledge and the purpose of the study and that the sampled individuals had similar characteristics. This was because all that was required for the research was a relatively small, clearly defined population to use. Reasons for sampling 1 mixed school, 1 girls’ school, and 1 boys’ school was feasibility and that they are schools which had high records of disciplinary cases as recorded in the punishment books and in records of minutes for disciplinary cases. This was done in order to produce better quality research and get more in-depth information. Worth mentioning is that, all empirical research involves sampling as one cannot sample everyone doing everything (Punch, 2001: 54).

Teachers were purposively sampled in the sense that they are in-charge of maintaining discipline in their classes and outside classes for all the pupils. The composition of teachers in all the focus groups were 7 teachers from each of the 3 sampled schools of which 2 teachers in each focus group were members of the disciplinary committee. Similarly, 7 pupils from each of the three sampled schools were from grades 8-12 who comprised of 1 pupil from each

grade, a head boy/girl and 1 prefect. Pupils were purposively sampled because they are the ones that are being disciplined, and that prefects and head boys/girls assist the school authorities to ensure discipline is maintained in school. The Deputy Heads were purposively selected because they are the disciplinarians and chairpersons of disciplinary committee in schools and are custodians of the punishment books where cases of serious offenses and the type of punishment given to offenders are recorded in schools. The PTA chairpersons were purposively sampled because they are parents' representatives who work hand in hand with teachers/school authorities concerning pupils' welfare which includes discipline. They also ensure that lawful means of discipline are used by educators in schools. The policy makers were purposively sampled as they are part of law/policy implementers which includes matters of pupils discipline in schools and that they have a link with law-makers. They also ensure that the legislation on the abolishment of corporal punishment is being implemented and at the same time ensuring good pupil-discipline in schools. The HRC activist was purposively sampled as part of the respondents because he/she advocates for pupils/children rights through lawful measures of instilling discipline in schools, hence the suitability of the stated respondents for this study.

### **3.4 Data collection and procedure**

Data collection refers to gathering specific information aimed at providing or refuting some facts (Kombo and Tromp, 2013). The different techniques the researcher used to gather information in this research adheres to the two possible approaches to generate data in qualitative study of which one could ask about what is going on (interview), and one could read or look for traces (document analysis) of other evidence to verify whatever they are investigating. However, there are two major sources of data used by researchers. These are primary and secondary sources. Primary data is said to be a set of raw information that is collected by the researcher conducting the research. Secondary data refers to a set of second hand information initially collected and compiled by someone else apart from the current user. In this study the researcher used both primary data through individual interviews conducted and focus group discussions; and secondary data through documents reviewed.

### **3.5 Data Collection Instruments**

According to Parahoo (1997:52), a research instrument is "... a tool used to collect data." It is a tool designed to measure knowledge, attitude and skills of research respondents. The

major instruments that this study employed were semi-structured individual interview and focus group guides, as well as documents review.

### **3.5.1 Interview Guide**

A Semi-structured interview guide was used to collect primary data from the sampled respondents. Berg (1989:17) argued that semi-structured interviews involve the implementation of a number of predetermined questions and/or special topics where the questions are typically asked of each interviewee in a systematic and consistent order but allow the interviewees sufficient freedom to digress; that is, the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions. Thus, the researcher of this study used interview guide to generate primary data through individual interviews with 3 policy makers, 3 school administrators, and 3 PTA representatives. A voice recorder was used to record information during individual interviews.

A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions, these are questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. A semi-structured interview however, does not limit respondents to a set of pre-determined answers and it allows respondents to discuss and raise issues that the researcher may not have considered Kombo and Tromp, 2013.

### **3.5.2 Focus Group Interview Guide**

Focus group discussion as the other primary source was conducted, of which two groups were from each of the three sampled schools; 3 for teachers and 3 for pupils, which comprised 7 teachers and 7 pupils in each focus group. Focus group interviewing represents an open purposive conversation where the researcher asks questions on a specific topic and then guides the discussion by means of questioning. Focus Group Discussions was used in this research to collect data which revealed the experiences, feelings, knowledge, perceptions and beliefs of the respondents on the alternatives to corporal punishment used by educators in Government Secondary Schools to instil discipline among pupils, their suitability, challenges encountered by educators in using alternative modes, as well as proposals on mitigating the challenges faced, which were under consideration in this study. A voice recorder was used to record information during Focus Group Discussions.

### **3.5.3 Documents Review**

Generation of secondary data was through document analysis obtained from unpublished documents of current disciplinary policies of schools, minutes of disciplinary committee meetings, copies of school rules and from the punishment books. All types of written communications that shed light on the alternative strategies to corporal punishment used in dealing with discipline problems in school were reviewed. Care was taken to evaluate the authenticity and accuracy of the information before using them. The researcher also checked on the recorded dates to make sure the phenomenon were most recent.

### **3.6 Data analysis**

Data analysis is the process of reducing large amounts of collected data to make sense of them. It involves uncovering underlying structures; extracting important variables detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences. It divides the methods for analysing data into two categories being: exploratory methods and confirmatory methods.

For this study however, data was analysed thematically. Themes refer to topics or major subjects that come up in discussions. This form of analysis categorises related topics. After collecting data, the researcher processed it in some manner before carrying out an analysis. The researcher did pre-processing as a way of correcting problems which were identified in the raw data. Thereafter a coding scheme was provided. For instance the researcher in this study involved three schools and they were coded as mixed school, girls' school, and boys' school. After coding the data, the researcher decided on the long term storage of the information generated both in electronic and non-electronic. Thereafter, data was analysed.

The specific steps taken by the researcher when analysing the data were that; firstly, the collected data was perused and that the relevant information to the research questions and objectives was identified. This was followed by developing a suitable coding system based on samples collected which identified important features of the data that was relevant to answering the research questions. This involved coding the entire dataset, collating all the codes and all relevant data extracts, together for later stages of analysis. Key issues and topics were covered. This involved examining the codes and collated data to identify significant broader patterns of meaning (potential themes). Thereafter, collating data relevant to each candidate theme was done, so as to work with the data and review the viability of each

candidate theme. The texts were re-read and that key questions/insights and interpretations were highlighted. This phase involved checking the candidate themes against the dataset, to determine that they told a convincing story of the data, and one that answered the research questions. It is at this stage that themes were typically refined, which involved them being split, combined, or discarded. A detailed analysis of each theme was developed, working out the scope and focus of each theme, determined the 'story' of each theme. It also involved deciding on an informative name for each theme. The coded materials were placed under the major themes or topics identified. All materials relevant to a certain topic were placed together. A summary report identifying major themes and associations between them was developed. Comparative bar-graphs and verbatim were used to present the findings. The researcher recorded the intensity, which had to do with the number of times certain words or phrases or descriptions were used in the discussion. The frequency with which an idea or word or description appeared was used to interpret the importance. Finally, the researcher came to the final stage which was the write-up. This involved putting together the analytic, narrative and data extracts, and contextualising the analysis in relation to existing literature and the theories that have informed this study.

### **3.7 Credibility and Trustworthiness**

This study adhered to Berg, (1989) suggestion by engaging multiple methods of data collection, thus through focus group discussion, individual interviews and document analysis which led to trustworthiness. Furthermore, a voice recorder was used to capture the primary data.

#### **3.7.1 Credibility**

This research used a methodological data triangulation in order to validate the data. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program, (Cresswell, 2012). For example, results from focus group discussions, individual interviews and documents reviewed were compared and the results were found to be the same. This then affirmed the validity of the data collected. However, data triangulation required more time to analyse the information yielded by the different methods. The benefits of triangulation included: increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem.

These benefits largely resulted from the diversity and quantity of data that was be used for analysis.

Another method that was used to validate data was the presence check. This checked that important data was actually present and had not been missed out. For the study to accurately represent the social phenomena to which it referred, the researcher took the findings back to the subjects being studied to verify. This is called respondent validation or member checking. The findings of the study were taken back to the participants of the participating schools, the HRC, MoE offices and to the PTA members for them to verify if what was captured was actually what they said. Blaikie (2010:86) refers to members checking as a situation where the researcher verify his/her understanding of what has been discussed with those interviewed. All of the respondents confirmed whether the data was captured accurately. The findings were also validated by reviewing many literature sources on the subject and listening to the recordings over and over again.

### **3.7.2 Trustworthiness**

To test the extent to which the study had measured whatever it was being measured consistently, Cresswell, (2012); categories of the frequently occurring data was identified and checked. Since the main issue of trustworthiness was dependability (Kothari, 2006), data was established by capturing all interviews on a tape recorder and transcribed in writing. During the transcription exercise, only parts of the respondent's story that was not commensurate with the research topic and had no significance to the research was eliminated. Attempts were made to reproduce the interview scripts as accurately as possible. The interviews were unbiased and care was taken not to ask leading questions.

### **3.8 Ethical considerations**

Researchers have a moral and professional obligation to be ethical and objective, even when research subjects are unaware of or unconcerned about ethics (Blaikie, 2010). Adhering to this, the researcher ensured that those being interviewed were absolutely clear about their rights to an explanation of aims, procedures purposes, and the consequences of the research, publication possibilities and the right to refuse to take part or withdraw at any stage without any penalty to them. The participants were made confident to make the decision of acting voluntarily and making their decisions on the fullest possible information. The researcher maintained the integrity of the research and its ethical standards.

The participants were informed of who the researcher was, where she was coming from, and the purpose of the research. The participants were assured that the data they gave would be made anonymous meaning that their names were removed so as to protect their identity as well as the names of schools being cited using codes and not their actual names as the research was purely academic. The participants were also informed of not giving them any incentives for taking part in the research.

Before the data was collected, a written permission was sort from the Assistant Dean of Post Graduate Studies addressed to the providers of the research information at each selected schools/institution. An introductory letter was served before proceeding with the individual interviews and the group discussion. A summary on the methodology is as summarised on the chart below:

### **3.9 Delimitation of the study**

This research was conducted in Lusaka District-Zambia in urban secondary schools targeting policy makers from MoE and HRC, three government schools being: one girls', one boys' and one mixed government secondary schools, school administrators, PTA chairpersons, teachers and pupils from the three targeted schools. This means that the findings of the study will not be generalized to a wider population to other districts of Lusaka province which have rural secondary school. Nevertheless, established findings of this study may help in providing a general picture of pupil discipline in the absence of corporal punishment in Zambian government secondary. It was hoped that a sample of 51 participants would be adequate to give a balanced representation of the results.

### **3.10 Limitations of the Study**

Limitations are hindrances or problems which a researcher foresees which may impede or be a detriment to the research study ( Ng'andu, 2013). The researcher of this study faced a challenge of collecting data from teachers because most teachers were busy invigilating the end of year as well as the national examinations. This made the researcher to go beyond the estimated period of data collection period.

### 3.11 Summary of the Chapter

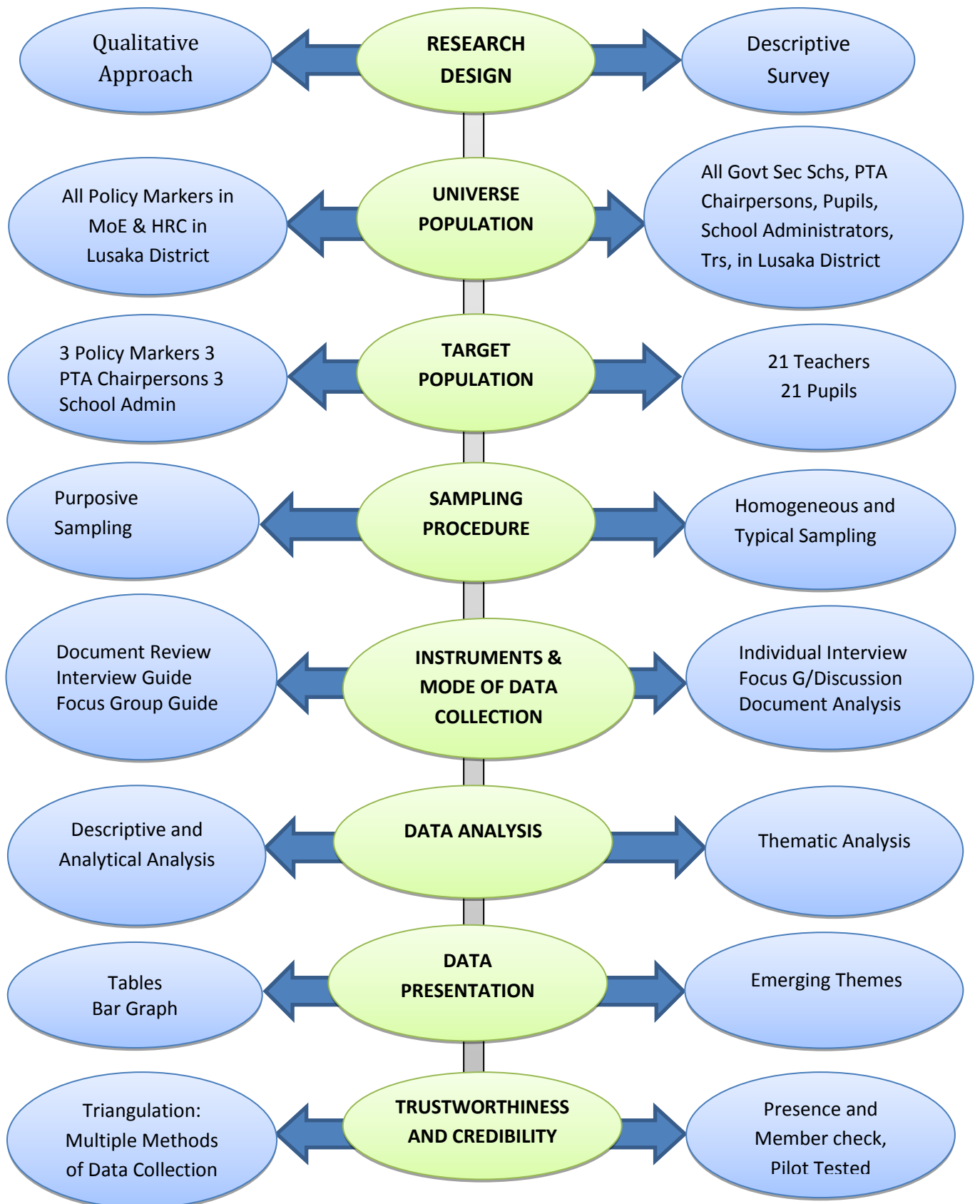


Figure 3.3

Source: Researcher, 2016

This chapter focused on explaining the research design. It also looked at the target population and population sample as well as the sampling procedure which was used in the study. It also focused on the methods which were implored in collection, processing, analysing and finally presentation of data.

The next chapter presents the results on alternative modes of discipline to corporal punishment on pupil discipline in government secondary schools in Lusaka district.

## CHAPTER 4: PRESENTATION OF FINDINGS

### 4.0 Overview

The previous chapter provided the methodology used for collection and analysis of data for this study. This chapter presents the findings of the study. The purpose of the study was to evaluate the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District; by verifying the alternative modes used by educators, ascertaining their suitability, exploring the challenges educators face in using the alternative modes and solicit proposals to mitigate the challenges.

The purpose of the presentation is to provide answers to the research questions. To answer all the four research questions, qualitative data was collected from five categories of respondents of whom three categories were 3 policy makers, 3 school administrators, and 3 PTA executive members comprising nine respondents who were individually interviewed. The other two categories of respondents were three focus groups for teachers, and three focus groups for pupils comprising six focus groups with seven participants in each group. All the five categories had a total of 15 responses. Responses on the alternatives to corporal punishment, their suitability, challenges educators face and proposals to mitigate the challenges have been illustrated on tables, and comparative bar graphs.

#### 4.1. Research Findings on Alternatives to Corporal Punishment (ATCP)

The first objective of the study was to establish the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District. This objective was guided by the research question: *What are the alternative modes of discipline to corporal punishment do educators use to instil discipline in pupils in government secondary schools?*

From the nine individuals interviewed and all the six focus groups conducted, the following were the major themes that emerged based on the alternative modes to corporal punishment educators in Government Secondary Schools use to instil discipline in pupils in the absence of corporal punishment: Manual work, dialogue, suspension, and counselling.

##### 4.1.1 Findings on Manual Work as an ATCP

I present the research findings and summary on manual work as an alternative to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools.

**Table 4.1: Distribution of responses on Manual Work as an ATCP used by educators**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mostly used	Rarely used
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>15</b>	<b>Nil</b>

*Source: field data*

The above findings show the level of support on manual work as an alternative mode used by educators to instil discipline in pupils in Government Secondary schools. Manual work was expressed in form of cleaning the school surroundings, walls, drainages, classrooms; picking litter; gardening and watering plants. All the six focus group discussions conducted and all the nine individuals interviewed with a total of 15 responses, as shown on table 1 above stated that most educators in Government Secondary Schools in Lusaka District-Zambia mainly use manual work as an alternative measure of discipline for pupils. As a way of emphasis on manual work as an alternative mode commonly used, one of the policy makers, being the key respondent stated that “...from the time corporal punishment was abolished, educators in all schools mainly use manual work in order to maintain discipline...” (Interview with a policy maker at MoGE: January, 2016).

#### **4.1.2 Findings on Dialogue as an ATCP**

I present the research findings and summary on Dialogue as an alternative to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools.

**Table 4.2: Distribution of responses on dialogue as an ATCP used by educators**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mostly used	Rarely used
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	1	2
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	2	1
<b>TOTALS</b>	<b>15</b>	<b>12</b>	<b>3</b>

*Source: field data*

Dialogue as an alternative mode was another prominent theme that emerged. Dialogue was expressed in form of teachers talking to offenders, calling parents, inviting PTA executive members with the offender/s to meet and discuss/dialogue with the school authorities over the misbehaviour or the offense/s committed by child/ren and insisting on adherence. Dialogue as shown on table 2 above had a total representation of 12 out of 15 responses, while 3 out of 15 did not strongly support dialogue as an alternative measure which educators mainly use to instil discipline in pupils. To qualify on the above responses on dialogue as an alternative mode mainly used, one of the PTA representatives stated that:

Some PTA executive members are invited to come on board to help with the school authorities and dialogue on the offenses committed and to consider better alternatives modes to discipline pupils with deviant behaviour. (Interview with a PTA executive member from a girls' school: December, 2015).

#### 4.1.3 Findings on Suspension as an ATCP

I present the research findings and summary on Suspension as an alternative to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools.

**Table 4.3: Distribution of responses on Suspension as an ATCP used by educators**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mostly used	Rarely used
Focus Groups for Teachers	3	1	2
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	2	1
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	1	2
<b>TOTALS</b>	<b>15</b>	<b>10</b>	<b>5</b>

*Source: field data*

Suspension was another theme that emerged prominent. The respondents categorised suspension into two levels with the lowest being the classroom where a subject teacher or a grade teacher suspends/sends out a pupil from a lesson for a day or two over a disruptive behaviour after several warnings. The highest level of suspension is administered by the administration through the Deputy Head teacher being the disciplinarian and the chairperson of the disciplinary committee. Suspension as shown on table 3 above was supported by 10 out of 15 responses, while 5 out of 15 responses did not strongly support it. To illustrate on

suspension as a mode of discipline at a lower level, one of the pupil respondents lamented that:

...some pupils are rude, and are chief noisemakers in the classroom because they know that beating pupils by teachers is not allowed. If a teacher asks them to say why are you making noise when I am teaching? They answer back like, why are you teaching in my discussion? (Response from a pupil during focus group discussion at a girls' school: December 2015).

Going by the above illustration, it is clear that teachers are compelled to use suspension as an alternative to corporal punishment.

#### 4.1.4 Findings on Counselling as an ATCP

I present the research findings and summary on Counselling as an alternative to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools.

**Table 4.4: Distribution of responses on Counselling as an ATCP used by educators**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mostly used	Rarely used
Focus Groups for Teachers	3	1	2
Focus Groups for Pupils	3	1	2
Individual Policy Makers	3	1	2
Individual School Administrators	3	1	2
Individual PTA Representatives	3	Nil	3
<b>TOTALS</b>	<b>15</b>	<b>4</b>	<b>11</b>

*Source: field data*

Counselling as an alternative mode was another theme that came out. It was expressed in form of talking to offenders, making friendship with offenders, and getting into knowing their background. Counselling as shown on table 4 above was supported by 4 out of 15 responses, against 11 responses stating that counselling is rarely used. To illustrate the above findings, a pupil respondent from a mixed school lamented that:

Counselling though rarely used to all offenders is a better alternative mode because some pupils have a sad background of abuse, torture, orphaned, and kept by step-mothers...which causes

them to rebel.... Counselling is the best alternative for such cases because paper picking or sweeping as a mode of discipline cannot change their behaviour (Response from a female pupil during a focus group discussion at a mixed school: December, 2015).

#### 4. 1.5 Summary of Findings on Research Question Number One (1)

Research question one sought to verify the alternatives to corporal punishment educators use to instil discipline in pupils in the absence of corporal punishment. All categories of respondents from the six focus group discussions and from the nine individuals interviewed brought out the ATCP obtaining on the ground. These are; manual work which was highly supported by all the categories of respondents with all the 15 responses; dialogue was supported by 12 out of 15 responses, against 3. Suspension was supported by 10 out of 15 responses, against 5. Counselling being the least was represented by 4 out of 15 responses, against 11. Findings for question one under the first objective as presented on tables 1-4 are summarised on the comparative bar chart below:

#### Summary of findings on ATCP educators use to instil discipline in pupils

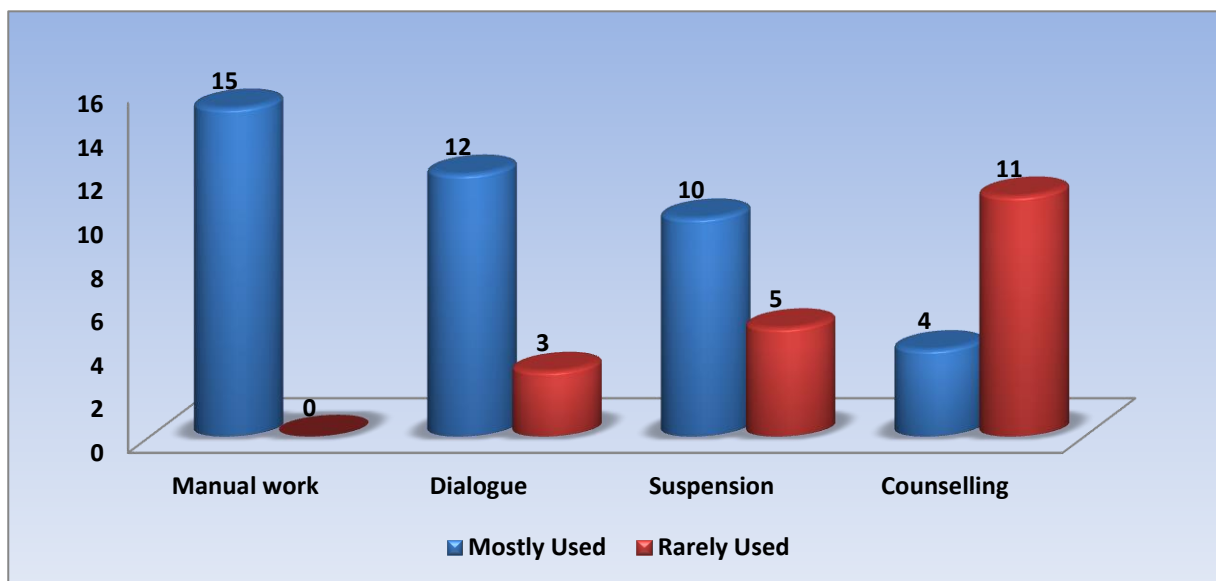


Figure 4.4

#### 4.2 Research Findings on Suitability of Alternatives to Corporal Punishment

The second objective of the study was to ascertain the suitability of the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government

Secondary Schools in Lusaka District. In order to seek responses, the objective was guided by the research question: *How suitable are the alternative modes that educators use to discipline pupils in Government Secondary Schools?* In trying to ascertain the suitability of the alternative modes to corporal punishment on pupil discipline, the following were the major themes that emerged: modes are non-corporal, are lawful, promote a sense of responsibility, and instil discipline in pupils.

#### 4.2.1 Findings on ATCP suitable to be Non-Corporal

I present the research findings and summary on the suitability of the alternatives to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in regards to the modes being non-corporal.

**Table 4.5: Distribution of responses on ATCP being non-corporal**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mainly suitable	Less suitable
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>15</b>	<b>Nil</b>

*Source: field data*

Alternative modes being non corporal were expressed in form of not inflicting pain or harming on the body, offenders not being humiliated, not leading children to be violent, bitter and that the punishments given are lighter. They further stated that teachers are protected from committing cases of assault. All the six focus groups conducted, and all the nine individuals interviewed had a total of all the 15 responses as shown on table 5 above stating that the alternatives modes which educators use to instil discipline in pupils in Government Secondary Schools in the absence of corporal punishment are mainly non-corporal. To validate the above findings, a pupil respondent from a mixed school stated that *“The alternative modes are good and suitable because they do not involve beating which can cause body harm and injure your body.”* (Response from a male pupil during focus group discussion: December, 2015).

#### 4.2.2 Findings on ATCP suitable to be Lawful

I present the research findings and summary on the suitability of alternatives to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools suitable enough in regards to the modes being lawful.

**Table 4.6: Distribution of responses on ATCP being Lawful**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mainly suitable	Less suitable
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>15</b>	<b>Nil</b>

*Source: field data*

Alternative modes being lawful were strongly supported by all the 15 responses from all the categories of respondents as shown on table 6 above in the sense that pupils are not humiliated; do not feel degraded, and that they are in line with the legislation on the abolishment of corporal punishment. To illustrate this, one of the respondents stated that:

“ The modes that educators use to discipline pupils after corporal punishment was abolished are lawful as the educators take into account that every child is a human being and a right holder and should be free from torture, humiliation, degrading and cruel act of torture and any physical force or aggression...” (A policy maker from HRC: December, 2015).

#### 4.2.3 Findings on ATCP Creating a Sense of Responsibility in Pupils

I present the research findings and summary on the suitability of alternatives to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools suitable enough in regards to the modes creating a sense of responsibility in pupils.

**Table 4.7: Distribution of responses on ATCP Creating Sense of Responsibility in pupils**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mainly suitable	Less suitable
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	2	1
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	1	2
Individual PTA Representatives	3	1	2
<b>TOTALS</b>	<b>15</b>	<b>10</b>	<b>5</b>

*Source: field data*

With regards to alternative modes creating a sense of responsibility in pupils as expressed by the respondents was in form of equipping learners with a skill, creating a good society, and preparing pupils to be responsible citizens. This was supported by 10 out of 15 responses, against 5 who expressed that ATCP are not really suitable to create a sense of responsibility in pupils. To cement on the above views, one of the respondents had the following to say:

Manual work is an alternative mode of discipline because it is not only aimed at instilling discipline in pupils but they are also equipped with a skill to do gardening which can enable them earn a living in future and that manual work for instance also contributes to the clean environment of the school.... (Interview with the school administrator at the girls' school: December 2015).

From the above illustration, it can be understood that ATCP are suitable on pupils discipline in the sense that pupils are groomed into becoming better and responsible citizens.

#### **4.2.4 Findings on ATCP suitable to Instil Discipline in Pupils**

I present the research findings and summary on the suitability of alternatives to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools suitable enough in regards to the modes instilling discipline in pupils.

**Table 4.8: Distribution of responses on ATCP instilling discipline in pupils**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Mainly suitable	Less suitable
Focus Groups for Teachers	3	1	2
Focus Groups for Pupils	3	1	2
Individual Policy Makers	3	2	1
Individual School Administrators	3	1	2
Individual PTA Representatives	3	2	1
<b>TOTALS</b>	<b>15</b>	<b>7</b>	<b>8</b>

*Source: field data*

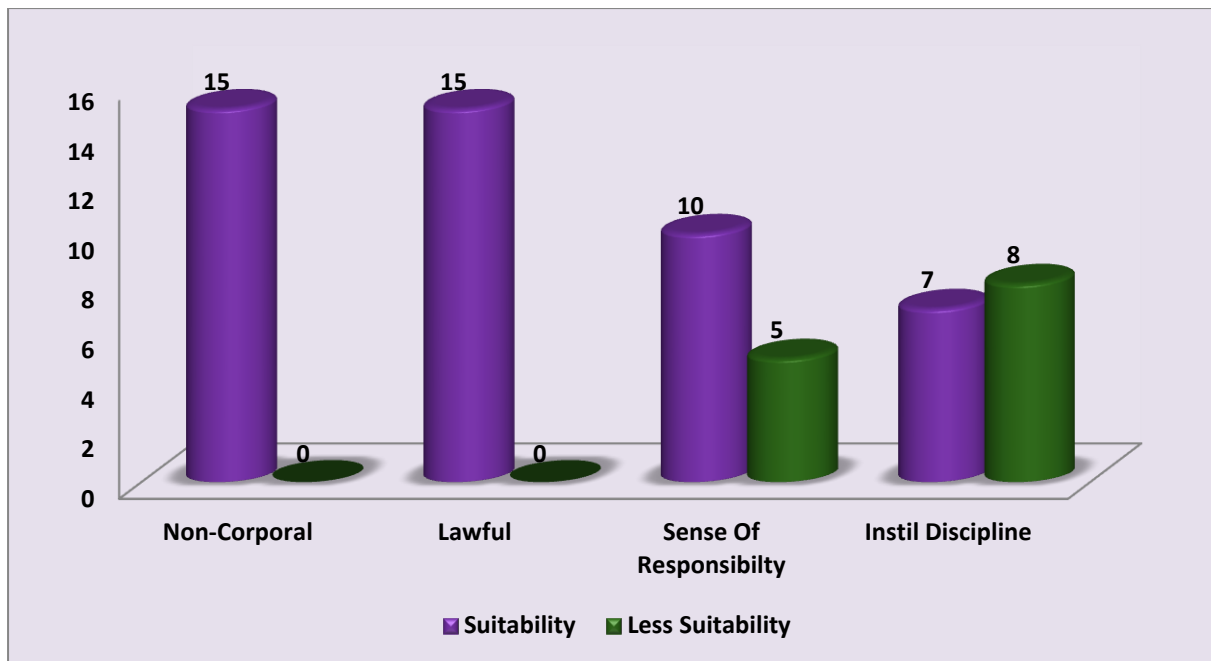
Alternative modes as a means of instilling discipline in pupils were expressed in form of offenders reflecting on their wrongs, helping them to reform, order being maintained in classes, controlling pupils' behaviour, and leading pupils to behaviour change. These were supported by 7 out of 15 responses, against 8 in support for less suitable. To cement on the above views on, one of the respondents expressed that:

Alternative modes as a means of instilling discipline among pupils help the offenders to reflect upon their lives, for example suspensions which may help them attach the importance to education with a view to ...and may come back as better or reformed pupils. (Response from a male teacher respondent from a boys' school in a focus group discussion: December, 2015).

#### **4.2.5 Summary of Findings on the Research Question Number Two (2)**

Research question number two sought to ascertain the suitability of the alternatives to corporal punishment on pupils' discipline in Government Secondary Schools. The findings from all the categories of respondents in all the six focus groups and the nine individuals interviews conducted were that the ATCP as being lawful were supported by all the 15 responses, similar as non-corporal with 15 responses, creating a sense of responsibility in pupils represented by 10 of 15 responses, against 5 while instilling discipline in pupils was supported by 7 out of 15, as opposed 8 with less suitable. The findings for question two under the second objective as presented on tables 5-8 are summarised on the comparative bar chart below:

## Summary on Suitability of ATCP educators use to instil discipline in pupils



*Figure 4.5*

### 4.3 Research Findings on Challenges educators face in using ATCP

The third objective of the study provided the researcher an opportunity to explore the challenges that the educators encounter in using the alternative modes to corporal punishment to instil discipline in pupils in the absence of corporal punishment. The study was guided by the research question: *What challenges do educators face in using the alternative modes to corporal punishment to instil discipline in pupils in Government Secondary Schools?* In addressing this question, qualitative data was collected from 15 categories of respondents and that all the respondents were asked the same question. In trying to explore the challenges encountered by educators in using the alternative modes to instil discipline in pupils the following were the major themes that emerged: Alternative modes are not effective, are time-consuming, non-compliance by parents and pupils, as well as lack of knowledge by teachers and pupils.

#### 4.3.1 Findings on the challenge of Time Consuming

I present the research findings and summary on the challenge of time consuming for educators in using the ATCP to instil discipline in pupils in Government Secondary Schools.

**Table 4.9: Distribution of responses on the challenge of Time Consuming**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	2	1
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>14</b>	<b>1</b>

*Source: field data*

The challenge of time was attributed to pupils losing on teaching and learning time, divided attention by the teachers, requiring close supervision, teachers feeling indirectly punished, more time required to successfully punish, little or no attention given to those on punishment, and poor coverage of syllabi. The total number of responses that brought out the above challenge was 14 out of 15, as opposed to 1 out 15 responses which was not really in support of the challenge of time. To illustrate the above, one of the respondents lamented that:

Alternative modes to corporal punishment are time consuming to use as opposed to corporal punishment which was instantly administered there and then and the pupils continued learning and not losing out on teaching and learning time. With alternative modes, they have impacted negatively on teaching and learning time leading to poor coverage of the syllabi which in turn contribute to poor academic performance of pupils (A teacher from a boys' school in a focus group discussion: December 2015).

#### **4.3.2 Findings on the challenge of Non Compliance**

I present the research findings and summary on the challenge of non-compliance by most parents and pupils for educators in using the ATCP to instil discipline in pupils in Government Secondary Schools.

**Table 4.10: Distribution of responses on the challenge of Non Compliance**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	2	1
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>14</b>	<b>1</b>

*Source: field data*

Non-compliance by parents was expressed in form of them not responding when summoned by school authorities, supporting the wrong behaviour of their children, refusing their children to do manual work, lack of cooperation with teachers, interference by some parents, and some parents threatening teachers. On the part of pupils, most of them disobey school rules; wilfully disobey school authorities and refusing to do punishment. The total number of responses who strongly supported the challenge of non-compliance was 14 out of 15 as opposed to 1 out of 15 responses not in strong support of non-compliance as a major challenge. To cement the above established responses, one of the respondents expressed that:

Most pupils do not obey the school rules knowing they cannot be beaten.” Teachers face a lot of challenges when disciplining some pupils because some parents do not cooperate with the schools authorities. When called upon by school authorities to dialogue on the behaviour of their child/ren, they don’t comply. (An interview with a policy maker at MoE January, 2016).

Going by the above sentiments, it can be understood that lack of compliance by parents and pupils poses a great challenge to the success of educators in using non-corporal punishment modes to instil discipline in pupils in Government Secondary Schools.

#### **4.3.3 Findings on the challenge of ineffectiveness**

I present the research findings and summary on the challenge of non-compliance by most parents and pupils for educators in using the alternative modes of discipline to instil discipline in pupils in Government Secondary Schools.

**Table 4.11: Distribution of responses on the challenge of Ineffectiveness**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	2	1
Individual School Administrators	3	2	1
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>13</b>	<b>2</b>

*Source: field data*

Ineffectiveness of the alternative modes to instil discipline in pupils was attributed to the fact that the punishments given are lighter, they do not match the offence, pupils do not fear to be punished, pupils wilfully offend, pupils taking advantage of the abolishment of corporal punishment, pupils enjoying the kind of manual work given, teachers being demotivated, most pupils are deviant, some pupils commit same offences, lack of trained counsellors in schools, poor academic performance, failure by teachers to control pupils, some teachers not punishing offenders, and dealing with pupils coming from different backgrounds. This was strongly supported by 13 out of 15 responses, with only 2 out of 15 responses in less support of ATCP being ineffective to instil discipline in pupils. In line with the above findings, one of the respondents expressed that:

Alternative modes are not very effective...pupils do not feel the punishment given and are motivated to keep on offending because when punished, they can easily pick paper, or sweep and go home and that pupils themselves say there is no discipline in schools because they are not beaten as they are used to be beaten at home. (An interview with a policy maker at MoGE: January, 2016).

The above views, remarks and as observed from the responses on table 11 above, can be said that the use of alternative modes are a challenge in that they are not effective enough to control the behaviour of pupils.

#### **4.3.4 Findings on the challenge of Lack of Knowledge and skills**

I present the research findings and summary on the challenge of lack of knowledge by most parents and pupils on the new trends of disciplinary measures.

**Table 4.12: Distribution of responses on the challenge of Knowledge and skills**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	2	1
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	1	2
Individual School Administrators	3	2	1
Individual PTA Representatives	3	1	2
<b>TOTALS</b>	<b>15</b>	<b>9</b>	<b>6</b>

*Source: field data*

Lack of knowledge by pupils and teachers as a challenge was expressed in form of teachers and pupils lacking knowledge on the new trends of disciplinary measures, pupils not appreciating discipline, lack of understanding on rights and responsibilities by pupils, wrong perception by pupils on the abolishment of corporal punishment, misinterpretation of human rights by pupils, lack of skills and initiative by teachers, and pupils not appreciating the importance of discipline. The total number of responses in support of the above challenge was 9 out of 15 responses while 6 out of 15 responses did not really express on knowledge and skills as much of a challenge for educators. To illustrate on the above stated challenge, one of the policy makers expressed that:

Teachers face a challenge of dealing with pupils who do not understand their rights and responsibilities and that human rights do not support lawlessness. (An interview with a policy maker at HRC: December, 2015).

Furthermore, a female pupil respondent lamented that:

Some teachers need to be taught on the suitable alternative methods to use because they lack knowledge and a skill, they use bad language to correct a wrong like ‘ndimwe vikopo’ (you are dull) which lowers our self-esteem.” (Focus group discussion with pupils from a mixed school, December, 2015).

From the above responses, it can be deduced that lack of knowledge by both teachers and pupils poses a challenge for educators to successfully instil discipline in pupils using ATCP.

### 4.3.5 Summary of Findings on Research Question number 3.

Research question 3 sought to explore challenges encountered by educators in using alternatives to corporal punishment to instil discipline in pupils in Government Secondary Schools in Lusaka District. It was established that 14 out of 15 responses supported a challenge of time, against 1. The same level of support of 14 out 15 responses was expressed for non-compliance by some parents and teachers against 1. Ineffectiveness of ATCP was supported by 13 out of 15 responses, against 2. Lacking of knowledge and skills on the new trends of discipline was highly supported by 9 out of 15 responses, against 6. From the findings it can be seen that educators face a lot of challenges in using ATCP. The findings for question three under the third objective as presented on tables 9-12 are summarised on the comparative bar chart below:

#### Summary on the challenges faced by educators in using alternative modes

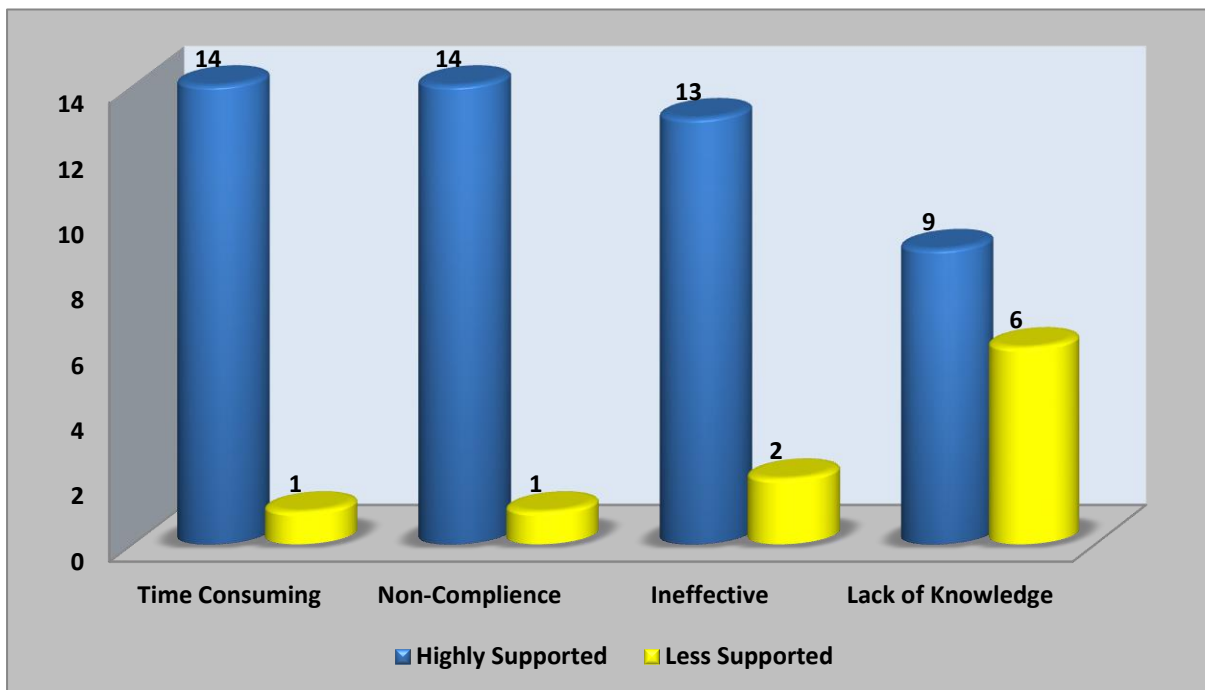


Figure 4.6

### 4.4 Research Findings on Proposals to Mitigate

The fourth objective of the study enabled the researcher to solicit proposals on how the challenges faced by educators in using the alternative modes to instil discipline can be mitigated. This was guided by the research question: *How can the challenges faced by*

educators to instil discipline in pupils be mitigated to ensure good pupil discipline in Government Secondary Schools? To answer this question, qualitative data was collected from 15 categories of respondents. The researcher asked the same question to all the respondents during focus group discussions with teachers and pupils and through individual interviews with policy makers, school administrators, and PTA members. In trying to solicit proposals on how challenges faced by educators in using the alternative modes to instil discipline in pupils could be mitigated, the following major themes emerged. These were: alternative modes to be prescribed, insisting on adherence, promotion of knowledge and skills, and encouraging team work.

#### 4.4.1 Findings on Adherence as a measure to mitigate the challenges

I present the research findings and summary on adherence as a measure to mitigate the challenges faced by educators in using ATCP in order to achieve good pupil discipline.

**Table 4.13: Distribution of responses on Adherence as a measure to mitigate challenges**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	2	1
<b>TOTALS</b>	<b>15</b>	<b>14</b>	<b>1</b>

*Source: field data*

The study established adherence in form of giving out copies of school rules to all pupils termly and insist on adherence by all pupils, Head teachers and Deputy Head teachers to talk about school rules at every opening and closing assemblies, each school to emphasize its own school rules and deterrent measures, train pupils on adherence and emphasize on total compliance by pupils on observing school rules. This was supported by 14 out of 15 responses against 1. To cement the above views, one of the respondents stated that: *“Emphasis should be put on deterrent measures instead of punishing offenders at all times.”* (Interview with a policy maker from the MoGE: January, 2016).

#### 4.4.2 Findings on Team Work as a measure to mitigate challenges

I present the research findings and summary on team work as a measure to mitigate the challenges in order to achieve good pupil discipline.

**Table 4.14: Distribution of responses on team work as a measure to mitigate challenges**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	2	1
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	3	Nil
<b>TOTALS</b>	<b>15</b>	<b>14</b>	<b>1</b>

*Source: field data*

Under this theme, respondents from all categories expressed their views in strong support of encouraging team work among all stakeholders in the administration of discipline. The findings included: educators and parents to cooperate and work in collaboration, homes and schools to speak the same language on discipline, and teachers among themselves to cooperate and plan on how and when to give punishment and supervise. This was supported by 14 out of 15 responses. One focus group of pupils did not strongly support the stated measure. To illustrate the above views, one of the respondents stated:

...parents to work in collaboration with educators and relevant institutions to come together, look at the offenses often committed by the pupils and device the alternative modes to use.  
(Interview with a PTA member, December: 2015).

#### 4.4.3 Findings on Prescribing ATCP as a measure to mitigate the challenges

I present the research findings and summary on Prescribing ATCP as a measure to mitigate the challenges in order to achieve good pupil discipline.

**Table 4.15: Distribution of responses on Prescribing ATCP a way to mitigate challenges**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	3	Nil
Individual Policy Makers	3	2	1
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	2	1
<b>TOTALS</b>	<b>15</b>	<b>13</b>	<b>2</b>

*Source: field data*

Under the theme of prescribing alternative modes, the respondents expressed that there was need for each school with the help of the government to prescribe alternative modes, school rules to be strengthened and clearly elaborated for educators, pupils and parents; each school to come up with its own alternative modes. This challenge was highly supported by 13 out of 15 responses against 2 who were not really in support of the measure. To validate the findings; one of the respondents had the following to say:

The government should prescribe some alternative modes which should be availed to the DEBS, PEO, HQ MoE, HRC, parents, pupils and all the educators, then schools will be helped to come up with appropriate alternative measures since they will have a guide to refer to. (An interview with one of the school administrators at a boys' school: December, 2015).

#### **4.4.4 Findings on Promotion of Knowledge and Skills to mitigate the challenges**

I present the research findings and summary on Promotion of Knowledge and Skills as a way to mitigate the challenges faced by educators in using ATCP to achieve good pupil discipline.

**Table 4.16: Distribution of responses on Promotion of Knowledge and Skills**

CATEGORIES OF RESPONDENTS	NUMBER OF FOCUS GROUPS & INDIVIDUAL RESPONDENTS	RESPONSES	
		Highly supported	Less supported
Focus Groups for Teachers	3	3	Nil
Focus Groups for Pupils	3	2	1
Individual Policy Makers	3	3	Nil
Individual School Administrators	3	3	Nil
Individual PTA Representatives	3	2	1
<b>TOTALS</b>	<b>15</b>	<b>13</b>	<b>2</b>

*Source: field data*

The findings under this challenge included workshops/seminars, training educators on the new trends on pupil discipline, to establish children's rights clubs in schools, disciplinary committees in schools to be strengthened, exchange visits to schools with good records of discipline, the government to ensure Civic Education is taught to all pupils and broaden its curriculum, pupils to be well informed on their rights and responsibilities, sensitizing pupils on the importance of discipline, equipping educators with knowledge and skills. The total number of responses from all the categories of respondents who supported this view was 13 out of 15 responses, while 2 did not express any major views in line with promotion of knowledge and skills as way of mitigating the challenges faced.

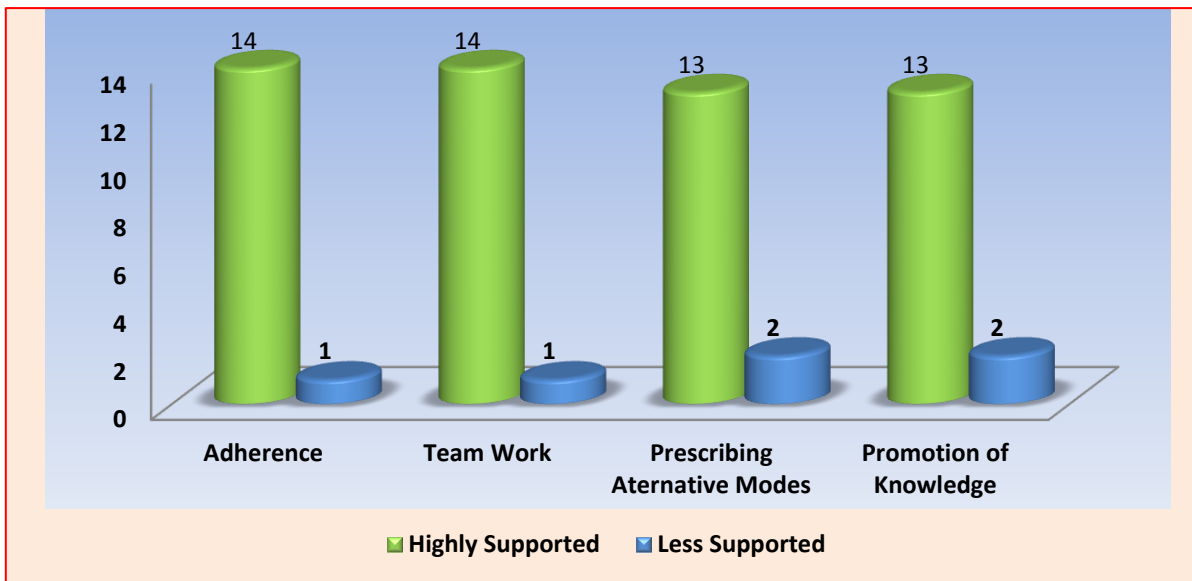
To cement the stated responses, one of the respondents expressed that:

Refresher courses in form of workshops/seminars as well as re-training educators in schools especially when change has come in so that they can learn the new trends on what is obtaining on the ground. (An interview with one of the policy makers at HRC: December, 2015).

#### **4.4.5 Summary of Findings on Research Question Number 4.**

Research question number 4 sought to solicit proposals on how the challenges faced by educators in using ATCP to instil discipline in pupils can be mitigated to ensure good discipline among pupils in Government Secondary Schools. The findings were: Adherence highly supported by 14 out of 15 responses, against 1; Encouraging team work highly supported by 14 out of 15 responses, against 1; Promotion of knowledge and skills highly supported by 13 out of 15 responses against 2; Prescribing alternative modes highly supported by 13 out of 15 responses against 2. The findings for question four under the fourth objective as presented on tables 13-16 are summarised on the comparative bar chart below:

## Summary of proposals for mitigating the challenges faced



*Figure 4.7*

### 4.5 Summary of the Chapter 4

Chapter four presented the research findings on the alternative modes of discipline to corporal punishment on pupil discipline in Government Secondary Schools in Lusaka District- Zambia. Qualitative data was presented thematically represented by the number of respondents under each category. Summaries of findings are provided at the end of each research question. The succeeding chapter (5) discusses the key findings for this study.

## **CHAPTER FIVE: DISCUSSION OF THE FINDINGS**

### **5.0 Overview**

The preceding chapter presented the findings regarding alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District. The purpose of the study was to evaluate the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District, This chapter proceeds with discussion of the key findings earlier presented.

As stated by David & Sutton (2004:338), “the discussion section should bring together the main research findings and the key elements of the literature review....” Similarly, this chapter will discuss findings of this study under the headings drawn from the objectives and the emerging themes. The discussion will relate the findings of other studies reviewed in chapter two under literature review, and what the study has brought out which is not mentioned by other authors. The discussion will also relate the findings to the social discipline and congruent communication theories adopted for this study and also unveil the researcher’s view on the extent to which the objectives have been answered. The researcher will also interpret the findings, and make suggestions for future research. This measure however, is meant to provide sufficient answers to the four objectives, appreciation of the depth of the problem and realise the purpose of this study.

The objectives of this study were firstly; to verify the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District; secondly, to ascertain their suitability; thirdly, to explore the challenges educators encounter in administering the alternative modes to instil discipline in pupils; and fourthly, to solicit proposals on how the challenges faced can be mitigated so as to realise good-pupil-discipline in Government Secondary Schools.

### **5.1. Discussion on Alternatives to Corporal Punishment**

The study established the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools in Lusaka District. These were categorised as manual work, dialogue, suspension and counselling. These are addressed in the next subthemes 5.1.1, 5.1.2, 5.1.3 and 5.1.4.

### **5.1.1. Discussion on Manual Work**

There was a similar response from all the categories of respondents indicating that most educators in Government Secondary Schools in Lusaka District-Zambia use manual work to instil discipline in pupils. Manual work was expressed in form of offenders told to pick paper/litter, sweeping around the school surroundings, sweeping/mopping/polishing the classrooms/corridors, slashing, weeding, gardening, maintaining flower beds, and watering plants/lawns. The use of manual work as an alternative mode was strongly supported by all the 15 responses from all the categories of respondents as shown on table 1 on pages 34. All the respondents were more precise in acknowledging that educators mainly use manual work to instill discipline in pupils in Government Secondary Schools. The revelations by the policy makers being key informants authenticated what is obtaining on the ground in as far as the administration of discipline through the use of alternative modes to corporal punishment by educators in secondary schools is concerned. This is attributed to the similar responses given by all the other respondents. Worth mentioning is that the documents reviewed from all the sampled schools, manual work is very prominent in all the schools. From the responses by policy makers, it is clear that the law on the abolishment of corporal punishment is being monitored in ensuring that educators are responding accordingly. Basing on the views of the respondents it is clear that though manual work being mainly used as an alternative to corporal punishment it is not the most effective disciplinary measure but that teachers find it easy to administer by instructing offenders to do the work through delegated supervision of prefects or without supervision.

However, it is clear that educators in Government Secondary Schools do not consider discipline seriously as mostly; pupils are left unchecked when on punishment. This however has rendered manual work as a mode of discipline to be ineffective, yet in the actual sense, the ineffectiveness comes about due to educators themselves not attaching the seriousness of the measure being used. It is in this view that the researcher encourages educators to seriously administer the modes in an acceptable manner in order to yield the intended results.

### **5.1.2 Discussion on dialogue**

The study revealed that besides manual work being the most dominant alternative mode, dialogue is also among the modes used. Dialogue was reported in form of positive rebuke, apologizing, calling parents, inviting some PTA members to come on board and dialogue with school authorities on how best they can help offenders with deviant behavior to reason

with them, in order to help them reform. Dialogue was supported by 12 out of the total 15 respondents as illustrated on table 4.2; page 34. Similar responses were established by the researcher from all the three sampled schools during focus group discussions from the respondents who were in support of dialogue as an alternative mode used. The school administrators, the PTA representatives, and policy makers as key respondents also expressed that educators engage offenders in dialogue as one of the alternative modes to ensure discipline is maintained among pupils. The researcher established that dialogue was essential in the sense that pupils with deviant behavior may not change through the use of manual work. For such pupils, having dialogue with them and their parents appears as a better alternative to use. Involving parents was a better alternative as parents could work together with school authorities even from their homes to dialogue with their children in their homes aiming at behavioral change. The researcher suggests that before offenders are given manual work, teachers should explain to offenders in order to make them understand and appreciate why they are being punished. This should be done with a view of leading offenders to gain self-discipline.

### **5.1.3 Discussion on Suspension**

The study established that suspension as another alternative mode of discipline was in form of sending offenders out from a lesson/class, sending away offenders from school for a stipulated period of time, and giving forced transfer requests to some of those offenders whose offences attracts such kind of disciplinary action. From the responses given by respondents from different categories, suspension was categorized into two. The first one was administered at a lower level by the subject/grade teacher. This is where offenders during the teaching and learning processes would be sent out of class over a disruptive behavior after several warnings. In this case the researcher established that such pupils would be allowed back in class after being given manual work or even having dialogue with them. Findings from 10 out of 15 respondents (as shown on table 4.3; page 35) in the focus groups discussion and individual interviews were that the highest level of suspension in a school was done by the Deputy Head teacher who is the disciplinarian and the chairperson of the disciplinary committee but in some cases, it was done by the Head teacher. The researcher established that suspension as an alternative to corporal punishment was for those that engaged for instance in drug abuse, fighting, beer drinking, and perpetual absenteeism. The researcher confirmed suspension as a valid finding through the responses from pupils as they are the number one monitors who observe what takes place in the administration of discipline in

school. This was evidenced by their consensus support on the use of suspension from all the three sampled schools.

#### **5.1.4 Discussion on Counselling**

Counseling as an alternative mode was expressed in form of guidance, positively talking to the offenders, creating friendship with them and knowing their background, and referring offenders to relevant institutions. The researcher was made to understand that not all educators in Government Secondary Schools use counseling as a means of instilling discipline among pupils. From the responses, it can be seen that counseling as an alternative mode of discipline was mainly used by teacher counselors and by the gifted few teachers. The study further established that serious cases which were beyond the teacher counselor to handle at the school level such as drug abuse, violence and delinquent behavior were further referred to DEC, police and VCT centres for further guidance and counseling. The total number of responses on the use of counseling as an alternative mode had a representation of 4 out of 15 as shown on table 4.4; page 36. From the responses, it is clear that despite counseling being used and as advocated by the social discipline and congruent communication theories, most educators rarely use it. This was attributed to the fact that most of the teachers are not trained in counseling. The researcher established and was made to understand that counseling though not used by most educators appears to be the most effective alternative mode that can lead to behavior change.

However the findings on the alternative modes above are supported by (Naong, 2007) whose research findings established that educators who usually relied on corporal punishment now had to develop alternative methods of coping with discipline problems. This affirms that schools have moved away from corporal punishment as a disciplinary action and rely more on alternative forms of punishment as equally supported by (Author, 1984). The findings of this research are also similar with those of (Mwambura, 2010) who established the use of manual work by teachers in schools as opposed to corporal punishment to instil discipline in pupils and that he also acknowledges the use of counselling. Furthermore, the above findings are also in line with Ajowi & Simatatwa (2010:266) who stated that “most schools use manual work...which is in form of sweeping, picking litter, slashing digging the garden to discipline student offenders.” Similarly findings from policy makers, PTA representatives and pupils confirmed and validated the responses from teachers and administrators that manual work is the most dominant alternative mode of discipline used by most educators to

instill discipline in government secondary schools. Tattum (1989) affirms that punishment for misbehavior may include suspension. Griffins (1996) supports that grave offences can be dealt with through counseling as opposed to manual work. Ayeyiko (2002) observes that alternative modes of discipline such as counselling enable offenders to get to the roots of the problem through interrogation and those pupils have the liberty to use and realise the dangers of their disobedience.

However, Mweemba (2011:16) in his research conducted in selected Zambian Secondary Schools in Kabwe contradicts the above supporting authors and findings of this study based on one of his objectives who established that “many teachers have no alternatives to punishment and so most teachers overload the office of the Head teachers with all sorts of pupils’ offences....” However, the researcher of this study does not agree with Mweemba’s (2011) findings and the research findings by Phiri (2012) in his research conducted in Solwezi, of which some of his findings showed some alternative discipline used in schools after the abolishment of corporal punishment. The researcher of this study would suggest a better interpretation of Mweemba (2011) that teachers felt the alternatives were not effective and lack patience in dealing with disciplinary issues, hence overload the office of the Head teachers with all sorts of pupils’ offences. Nevertheless, worth mentioning is that the researcher of this study did not find a clear and specific study to evaluate the alternative modes of discipline to corporal punishment educators use to instill discipline in pupils in Government Secondary Schools in Zambia. Most researchers concentrated on the impact of abolishing corporal punishment in Zambian schools and the problem of deviance in pupils in secondary schools. It is for this reason that the gap was identified which led the researcher to conduct this research, hence the purpose of the study to fill the identified gap which may contribute to improved discipline in Government Secondary Schools.

The researcher evoked the Social Discipline theory (SDT) advanced by a social psychologist named Rudolf Dreikurs (Wolfgang, 2001), and congruent communication theory (CCT) advanced by a clinical psychologist and an educator called Haim Ginott (Edith , 2000) in this study and that the very theories have been heavily supported by the findings of this study in the sense that both theories advocate for educators to put their emphasis on: discussing behavior problem, congruent communication, focusing less on punishment, focusing on strengths of the offender/s, making learners feel safe and valued, speaking positively when rebuking the offender/s, as well as encouraging learners to gain self-discipline. The components of Social Discipline and Congruent Communication theories are interpreted as

focusing less on punishment, and discussing behavior of the offender being in line with counseling and dialogue. For instance linking CCT to dialogue and counseling is that the stated modes require educators to have congruent communication which is harmonious with students' feelings about situations and themselves (Charles, 2011). Gaining self-discipline is in line with manual work and suspension, as manual work will enable pupils to gain skills to be self-reliant, independent and responsible.

Finally, objective one sought to establish the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in government secondary schools in Lusaka district. This objective was fully explored and answered in the sense that it has clearly established the categories of alternative modes of discipline to corporal punishment that educators use in the absence of corporal punishment as; manual work, dialogue, suspension and counseling, with different levels of support on each mode as summarized on figure 4.4; page 37. Respondents were asked to state the alternative modes educators use to instill discipline in pupils, and the respondents went into details stating and explaining what constituted each of the categories of the alternative modes. The researcher further looked at and established information in the documents reviewed from copies of school rules, minutes of the disciplinary committee and punishment books where written records showed that offenders who committed different offences were disciplined accordingly using the same established modes in this study. Furthermore, as established from respondents through focus group discussions and individual interviews that manual work was commonly and mainly used by educators, the documents reviewed from all the sampled schools also provided the same information. Finally the researcher authenticated the findings of this objective through the different research instruments used which were focus group discussion, individual interviews and documents review.

## **5.2 Discussion on Suitability of the Alternatives to corporal punishment**

The second objective of this study was to ascertain the suitability of the alternative modes of discipline to corporal punishment educators use in government secondary schools to instil discipline in pupils. The study established that the alternative modes of discipline are suitable because they are non-corporal, are lawful, they create a sense of responsibility in pupils, and instil discipline in pupils. These are addressed under the subheadings 5.2.1, 5.2.2, 5.2.3 and 5.2.4.

### **5.2.1 Discussion on Alternative Modes being non-Corporal**

The study established that alternative modes of discipline to corporal punishment are non-corporal. This was attributed to the fact that offenders do not feel humiliated, the modes used do not inflict pain or harm the body, they do not teach/insight the pupils to be violent, and that; they are lighter. All the categories of respondents with all the 15 responses indicated that the alternative modes that educators use are non-corporal. This is as illustrated on table 4.5; page 38, in the previous chapter. The pupils who face discipline also affirmed that the alternative modes are non-corporal in nature. The policy makers being key respondents further expressed that before corporal punishment was abolished in Zambian schools, various disciplinary measures were used on student offenders mostly in form of humiliating, degrading and causing pain. The findings further revealed that since educators use the alternative modes that are non-corporal they are protected and prevented from committing cases of assault. However, in as much as educators using the modes that are non-corporal, they are not faithfully and successfully administering the modes,

### **5.2.2 Discussion on Alternative Modes being Lawful**

The study established a common view from all the categories of respondents who expressed that alternative modes educators use to instil discipline in pupils, are lawful. This is as illustrated on table 4.6; page 39. Respondents stated that the modes are lawful because they uphold pupils' rights; pupils' rights are protected, promoted and respected; and that they are in line with the legislation on the abolishment of corporal punishment; they do not humiliate pupils; and that pupils do not feel degraded. Responses from pupils from all the sampled schools were that the alternative modes are lawful because they take into account pupils rights. This was echoed by the policy makers, school administrators and the PTA representatives. The key informants who were the policy makers further supported the findings of this study that the alternative modes are non-corporal and are lawful because they are within the demands and confines of law, and that they do not inflict pain on pupils, humiliate or degrade pupils, and that they uphold pupils' rights. From the findings based on the key respondents who were the policy makers, they expressed satisfaction that as opposed to corporal punishment, the alternative modes to corporal punishment are suitable and that educators are responding positively to the legislation on the abolishment of corporal punishment.

### **5.2.3 Discussion on Alternative Modes Promoting a Sense of Responsibility in Pupils**

The study established that the alternative modes of discipline promote a sense of responsibility in pupils. This is in form of alternative modes equipping learners with a skill; creating a good society; contributing to the cleanliness of the school; make pupils better citizens; create a good learning environment; and help to maintain the school environment. These responses were from all the categories of respondents though with different levels of support as shown on table 4.7; page 40. Responses from the total 15 responses were 10 as shown on table 7, expressed that the alternative modes create a sense of responsibility in pupils. The reasons were that through manual work used as a mode of discipline, learners are equipped with a skill to do different kinds of work like gardening, and they felt it was one way of engaging pupils in preventive maintenance in the school. They further stated that pupils are groomed into becoming better and responsible citizens in future. The school administrators from a mixed school and a girls school alluded to the fact that the alternative modes of discipline are suitable not only to instil discipline in pupils in school, they also contribute greatly to a clean and safe environment in the sense that offenders are given manual work which involves cleaning the school surroundings. From the responses given by the school administrators, manual work as an alternative measure has taken over preventive maintenance work in schools.

### **5.2.4 Discussion on Alternative Modes instil Discipline in Pupils**

The study under this theme of the second objective established that alternative modes of discipline are suitable to instil discipline in government secondary schools. This is in form of alternative modes acting as a deterrent to other pupils; helping pupils to obey school rules; control disruptive behaviour; enable some offenders to realise their wrong doings; enable some offenders to reform; help some offenders to reflect on their lives; bring behaviour change in some learners; lead offenders to positive change; and that mostly punishment is done after lessons. The total of 7 out of 15 responses as shown on table 4.8; page 41, expressed that alternative modes are suitable enough to instil discipline in pupils. From the findings established, it creates a picture that in as much as alternative modes of discipline being suitable to instil discipline, they are not effective to control behaviour of pupils in schools. The foregoing however, explains the increase of indiscipline in schools which remains a serious challenge for teachers and administrators in government secondary schools in Lusaka district. This is in line with the statement of the problem of this study. The school

administrators interviewed from a mixed school and a boys' school expressed that the alternative modes of discipline if well-handled bring about behaviour change to those that attach some importance to discipline. Based on the responses given, the alternative modes of discipline are suitable because they provide offenders with an opportunity to reflect upon their lives which may help pupils attach importance to discipline and academic work. Through the alternative modes of discipline, pupils may be helped to reform and become better children and better citizens.

The findings above on alternative modes being non-corporal and lawful are supported by what is enshrined in the children's rights instrument that children are human beings who should be free from any form of violence, UNESCO (2006). This too is supported by Beyani (2008); and Soneson (2005). The findings on the second part of the objective two are in agreement with the children's rights instrument which was adopted on the 20<sup>th</sup> November 1989 and ratified on 2<sup>nd</sup> of December, 2003, UNESCO (2006). Alternative modes being non-corporal are supported by Ajoui & Simatwa (2010) who state that before the ban on the usage of corporal punishment as a method of administering discipline, various disciplinary measures which include caning, hitting, spanking, kneeling down for many hours were used to instil discipline in pupils. Author, (1984) is in support that the alternative modes are mainly those that are useful to the school community as the case is with the use of manual work. This is in line with the definition of discipline provided by Mbiti, (1998), who defines discipline as a system of guiding the individual to make reasonable decisions responsibly. In agreement that the alternative modes create a sense of responsibility, Bear (2010:1) opines that "good discipline helps to create and maintain a safe, orderly and positive learning environment...as well as developing autonomous and responsible citizens in the long run." These views are in line with the policy document MoE (1996). Suitability with regards to instilling discipline is again supported by Bear (2010) who expresses that the use of alternative modes helps to stop misbehaviour and bring compliance. This is in agreement with the findings of the research conducted by Tattum (1989) who contends that "suitability of the modes of discipline aims at achieving the intended goal in instilling discipline in learners in a school environment." Griffin, (1986) observes that discipline is paramount in every school and that there is need for educators to maintain good discipline in schools through the use of the non-corporal punishment modes of discipline.

On the contrary, Griffins (1996), expressed different views on the suitability of the alternative modes of discipline to corporal punishment who states that the suitability of the alternative

modes to be applied on offending pupils is dependent on the offence. He further affirmed that a grave offence is dealt with through counselling as opposed to corporal punishment. These views are similar to the findings of Okumbe, (1998). Going by the established findings on alternative modes being suitable as in creating a sense of responsibility in pupils, the researcher was made to understand why manual work appears to be the most dominant mode used by all educators in government secondary schools. This is because the use of manual work greatly contributes to the cleanliness of the schools. The above authors in support of the alternative modes are foreign as no specific research has been conducted in Zambia to ascertain the suitability of the alternative modes. Based on the findings above, the researcher observed that the alternative modes of discipline are not well handled and are misappropriated, hence the increase and challenges of indiscipline in schools and rendering the alternative modes ineffective. This however calls for future researchers to explore on how best the alternative modes of discipline can be administered in order to have improved discipline in schools. However, the researcher did not come across a specific research conducted in Zambia to ascertain the suitability of the alternative modes of discipline. Most researchers focused on investigating the dangers of using corporal punishment modes. It is in this regard that the researcher has added literature to the body of knowledge.

Social Discipline and Congruent Communication theories are appropriate for this study owing to the fact that the theories have been overwhelmingly supported by the findings of this research. The findings on suitability heavily support the CCT in the sense that the theory focuses and emphasizes on the use of laconic language by educators. Laconic language is defined as, "short and to the point when responding to or redirecting student misbehaviour" (Charles, 2011:35), not criticizing the child, discourages name-calling, sarcasm, and other forms of put-downs. These too are in line with the modes being suitable as they do not humiliate, degrade, or cause physical pain on offenders. SDT and CCT puts its emphasis on focusing less on punishment, discussing behaviour problem, focusing on strengths, speaking positively; are in response to alternative modes being non corporal in nature and instilling discipline in pupils as they do not feel humiliated, degraded and do not face violation. Learners feeling safe and valued, speaking positively, focusing on strengths, discussing behaviour and gaining self-discipline; are in relation to alternative modes being lawful and creating a sense of responsibility in pupils in the sense that the alternative modes are in line with law and that pupils rights are respected protected and promoted.

Objective two of the study sought to ascertain the suitability of the alternative modes educators use to instil discipline in pupils in government secondary schools in Lusaka district. This objective has been answered as it has clearly shown the suitability of the alternative modes being non-corporal, lawful create a sense of responsibility and instil discipline in pupils, with the level of support as summarised on figure 4.5; page 42. Furthermore, the study has also shown that the alternative modes currently used by educators in government secondary schools to instil discipline in pupils are mostly non-corporal in nature, as opposed to those that were used before the abolishment of corporal punishment which were mainly corporal in nature.

### **5.3. Discussion on Challenges Educators Face in using Alternative Modes**

The study established some challenges educators face in using alternative modes to instil discipline as; time consuming; non-compliance by parents and pupils; ineffectiveness; lack of knowledge by teachers and pupils. These are discussed under the sub-headings 5.3.1, 5.3.2, 5.3.3 and 5.3.4.

#### **5.3.1 Discussion on Time Consuming**

The study established a challenge of time spent to administer punishment/discipline to successfully achieve the intended purpose through the use of the alternative modes. This challenge is attributed to pupils losing on teaching and learning time; divided attention by the teachers; requiring close supervision; teachers feel indirectly punished; more time required; little or no attention given to those on punishment; and poor coverage of syllabus. All the different categories of respondents expressed that educators faced a challenge of alternative modes consuming time to successfully administer them though with different levels of support. The total number of responses with the same views was 14 out of 15 as shown on table 4.9; page 43. The respondents elaborated that a large number of pupils report late usually at the beginning of the first lesson and they are asked to pick litter before they go into their respective classes, hence delaying the starting of lessons for teachers on duty making it difficult to complete the syllabi. Teachers felt that for instance trying to control disruptive behaviour in a classroom situation by engaging in dialogue consumes time in that teaching and learning processes are disrupted. Furthermore, they expressed that regulations demand that punishment should be given after lessons, which makes it difficult for most teachers to punish and supervise offenders as they don't have time to supervise them, since at the same time they are also to attend to afternoon classes. The teachers said, they felt punished in a

way for them to teach and supervise as they faced a challenge of having a lot of pupils on punishment. This explains the reasons why some do not punish offender to avoid self-punishment. They also expressed that counselling for instance requires a lot of time. Responses of time consuming as a challenge from both teachers and pupils was that in order for educators to successfully handle disciplinary cases as well as other offences committed by pupils, they need a lot of time and at the same time they are demanded to teach as well as attending to other official duties such as sports, meetings and monitoring. For instance, those on punishment needed supervision. Though punishment is given after lessons, most government secondary schools conduct afternoon classes which are under open and distance learning (ODL) formerly known as Academic Production Unit (APU). Offenders from ODL also require time for teachers to administer punishment and supervise them. On the part of consuming the teaching and learning time, the teachers stated that most pupils report late for lessons, both those that come in the morning and those that come in the afternoon. Since the number of late comers is so big, a quicker and lighter punishment given to them is usually to pick papers around the school surrounding. This happens during the time when lessons have already commenced as it is difficult to write down the names of every late comer with the view to punishing them after lessons. Due to the challenge of time, teachers responded that most teachers lack patience to administer alternative modes as they consume a lot of their teaching and free time. The responses from the pupils were that due to time consuming cited as a challenge, some teachers do not punish the offenders and that most offenders go scot free, hence the perpetuation of indiscipline in schools.

### **5.3.2 Discussion on Non-Compliance by some Parents and Pupils**

The study also established a challenge of non-compliance by some parents and pupils which educators faced. Non-compliance by parents was in form of not responding when summoned by school authorities; some parents supporting the wrong behaviour of their children, and that they refuse their children to do manual work; some parents don't cooperate with teachers. On the part of pupils, most of them disobeyed school rules wilfully; disobey school authorities, and refuse to do punishment. Almost all the respondents expressed that non-compliance by some parents and pupils was a major challenge to the success of instilling discipline in pupils. This was supported by 14 out of 15 responses as illustrated on table 4.10; page 44. The school administrators expressed the view that some parents have contributed greatly to the decline of discipline of pupils in schools due to non-compliance. They stated that when they are summoned to appear before the school administration to discuss the behaviour of their

children, they do not even come giving excuses through their children that they are busy and do not have time to come. They further stated that some parents decide not to report at all. They also stated that some parents come, but ready to quarrel with the Head teacher despite the cases committed by their children. On this part, the researcher even witnessed from a mixed and a girls' school where parents came annoyed and even shouting at the Deputy Head teachers for having confiscated phones brought in school by their children. The parents claimed they had permitted their children to go with phones to school for communication and that they saw no reason why their children should be punished. They also stated another challenge resulting from parents saying that some parents do not allow their children to do manual work in that in their homes they have workers to do such kind of work. The PTA representatives expressed the same views with the earlier respondents above who stated that to a larger extent, challenges also result from parents of offenders in the sense that they don't comply with the school authorities when called upon to look into the discipline of their children and that some parents don't work hand in hand to cooperate with the school authorities in the area of discipline of their children. However, other challenges also result from pupils and parents due to misinterpretation of the law and children's rights as the entitlement to pupils and also due to non-adherence of school rules. This implies that some parents do not really take discipline of their children seriously. The researcher could see that such parents have also contributed to the challenges of indiscipline in schools.

### **5.3.3 Discussion on Ineffectiveness of Alternative Modes to Instil Pupils' Discipline**

While it was expected that alternative modes are very effective in that children disliked corporal punishment, the study established that educators in Government Secondary Schools face challenges of alternative modes not effective to instil discipline in pupils. This was attributed to the fact that the punishments given are lighter; they do not match the offense; pupils do not fear to be punished; pupils wilfully offend; pupils taking advantage on abolishment of corporal punishment; most pupils enjoy doing the manual work given; teachers feel demotivated; most pupils have a deviant behaviour; some pupils committing same offences; lack of trained counsellors in schools; teachers having limited alternative modes; some teachers acting in un professional manner; some teachers don't punish offenders; and dealing with pupils from different backgrounds is frustrating. The total responses expressing the views on the challenge of ineffectiveness were 13 out of 15 as shown on table 4.11; page 45. The majority respondents were identified with the views of the policy makers who also expressed that the alternative modes used to instil discipline in pupils

are a challenge as they are not effective to really achieve the intended purpose of instilling pupil discipline. They felt that the alternative modes are ineffective because most of the offenders keep on offending as the punishments given in form of manual work are lighter. From the responses one can tell that pupils enjoy doing the kind of manual work given as they can easily do them in that most pupils do not attach any seriousness to the punishment given. Due to the fact that educators deal with children coming from different cultures and backgrounds who only fear a cane and that some children are delinquent who cannot reform through the use of manual work, indiscipline has been on the increase in Government Secondary Schools. The teachers lamented that the non-corporal punishment modes are so ordinary such that pupils do not attach any seriousness to them and that they take them so casually. From the responses given, it is clear that educators that feel non-corporal punishment modes are lighter and pupils have become more familiar with the punishment to be given when they disobey. This means that the educators are of the view that they aim at making learners feel the impact of the punishment, as opposed to discipline which is positive, For instance telling pupils to pick litter, sweep, and water plants, offenders easily do such works and do not feel any impact. From these responses, it can be seen that teachers felt the punishments given do not match the offence because they believe the kinds of punishment given are lighter and that pupils do not fear to be punished. They also felt that because the punishments are lighter, some pupils enjoy doing the work and purposely disobey the authority. In this case, teachers felt that pupils do not attach seriousness to discipline and take the punishment casually. Pupils expressed that the number of offenders increase on a daily basis posing a challenge for educators to successfully punish and supervise due to large numbers of pupils being punished. Through the established responses by the researcher of this study, it is clear that there is no proper discipline being instilled in pupils and hence the perpetuation of indiscipline in government secondary schools.

#### **5.3.4 Discussion on Lack of Knowledge by pupils and Teachers.**

The study further established a challenge of lack of knowledge by teachers and pupils. This challenge manifests in form of teachers and pupils lacking knowledge on the new trends on discipline; pupils not appreciating discipline; lack of understanding rights and responsibilities by pupils; wrong perception by pupils on the abolishment of corporal punishment; misinterpretation of human rights by teachers and pupils; lack of skills and initiative by teachers; and lack of knowledge on the importance of discipline. This challenge was supported by 9 out of 15 responses. This is as illustrated on table 4.12; page 46. From the

responses, it seems pupils highly supported the challenge as they feel that some teachers lack proper knowledge with regards to the importance and the administration of discipline. Lack of knowledge by pupils was expressed as pupils not understanding and realising the importance of good discipline on their part as well as not knowing the proper intention of their educators using the alternative modes. They further expressed that pupils lacked understanding on their rights and responsibilities. This means that some pupils have a wrong perception of the law on the abolishment of corporal punishment. They wrongly understand the abolishment of corporal punishment as implying the abolishment of all forms of punishment and discipline for them. The policy makers expressed that educators face a challenge of dealing with pupils who do not understand their rights and responsibilities. They further expressed that human rights do not support lawlessness. Policy makers who had the similar views with pupils further expressed that some teachers lack knowledge on the new trends in knowing the suitable alternative modes of instilling discipline.

The findings above are acknowledged by Phiri (2012) whose findings on the impact of abolishing corporal punishment in Zambian schools revealed that teachers face a lot of challenges of discipline in schools. This too is in line with Simango (2012) who contends that the impact of abolishing corporal punishment in Zambian schools revealed that teachers face a lot of challenges of discipline in schools. This is in agreement with the study undertaken by Maposasha & Shumba (2010) in South Africa, whose findings were that following the introduction of alternatives to corporal punishment, indiscipline in schools has continued to grow. Teachers found it very difficult to control male students in the absence of corporal punishment, Simango (2012). The aforementioned authors acknowledge that alternative modes are ineffective to instil discipline in pupils. The findings are similar with Britain and America as reported by Greyganus (2009), that the ban of corporal punishment led to the breakdown of discipline in schools. The challenge of time consuming is similar with the findings from the research done by Tungata (2006) in Kenya who established that the uses of alternative modes of discipline are time consuming. Martin (2006) acknowledges that teachers face challenges of the required time to handle some offences, depending on the gravity of the offence. The challenge of teachers lacking knowledge is in line with Chisholm (2007), who stated that “...as far as identifying the alternatives modes of discipline to use and how to use them...” To illustrate the above, one of the respondents during a focus group discussion lamented that *“Some teachers need to be taught on the suitable alternative methods to use because they lack knowledge and skills to handle matters of discipline, as they*

*use bad language to correct a wrong which lowers our self-esteem.*” (Response by a pupil from a mixed school: December, 2016).

On the contrary, the researcher strongly disagrees with the challenge of alternative modes being ineffective basing on the responses of the respondents from all the sampled government secondary schools from the teachers and school administrators. The researcher’s view on the challenge of ineffectiveness of alternative modes is attributed to poor administration of the alternative modes, educators and pupils lacking knowledge on new trends of discipline as well as lack of knowledge by pupils on the importance of discipline and no proper understanding of their rights and responsibilities. The researcher’s views are supported by Greydanus (2009); Naker & Sekitoleko (2009); and UNESCO (2006) who have talked about the ills of punishment and suggesting non-corporal punishment modes being effective. This too is supported by one of the respondents who lamented that:

The researcher argues that there is no proper discipline in government secondary schools and that indiscipline has been perpetuated due to poor administration of alternative modes on pupil discipline which has rendered the alternative modes ineffective. This argument is supported by Soneson (2005) who expressed that pupils would rather their teachers talk and advise offenders than use corporal punishment on them. However the researcher did not find authors who are in support of the challenge of non-compliance where some pupils refuse to do manual work and parents threatening and quarreling with school authorities for disciplining their children using manual work as an alternative mode, hence a new discovery by this study, which has added literature to the body of researchers.

Social Discipline and Congruent Communication Theories implored in this study are relevant in the sense that the theories focuses on positive discipline as demanded by the legislation on the abolishment of corporal punishment. To be more elaborate, the theories emphasize that teachers should focus less on punishment, use discipline instead of punishment, discussing behavior problem, and helping learners gain self-discipline. This will render alternative modes to be effective, save on time to punish offenders since offenders will reduce in number, learners will be encouraged to cooperate and comply with school authorities as they will feel safe and valued thereby minimizing summoning of their parents by school authorities. Pupils will be helped to understand the importance of discipline as the theories emphasize and encourage teachers to discuss behavior problem of the learners. This too will

help teachers to improve on their knowledge and skill on how well they can handle the issues of pupils' discipline through discussing behavior problem of pupils.

Objective three of this study aimed at exploring some challenges faced by educators in administering the alternative modes to instil discipline in pupils in Government Secondary Schools in Lusaka District. This study therefore has shown the established challenges as; ineffectiveness of the alternative modes, alternative modes consume time, non-compliance by parents and pupils, and lack of knowledge by teachers and pupils with the levels support on each challenge as shown on figure 4.6; page 47. Hence objective three has been answered as it has clearly shown the established challenges. Based on the established challenges, it can be deduced that educators face a lot of pupil-discipline challenges in government secondary schools. This however requires a quick attention to address the challenges of escalating levels of indiscipline in schools.

#### **5.4 Discussion on Proposals on how challenges faced can be mitigated**

The study established proposals to mitigate the challenges educators encounter in using the alternative modes to instil discipline in pupils in government secondary schools as: insisting on adherence, encouraging team work, alternative modes to be prescribed, promotion of knowledge and skills. These are discussed under the sub-headings 5.4.1, 5.4.2, 5.4.3 and 5.4.4.

##### **5.4.1 Discussion on Insisting on adherence**

The study established a proposal of insisting on adherence as one of the ways on how the challenges faced can be mitigated. The study revealed that promotion of adherence was expressed in form of giving out copies of school rules to all pupils termly and insisting on adherence by all pupils; Head teachers and Deputy Head teachers to talk about school rules at every opening and closing assemblies; each school to emphasize on its own school rules and emphasize on deterrent measures. Train pupils on adherence and emphasize on total compliance by pupils on observing school rules. The above responses imply that educators should put emphasis on deterrent measures instead of punishing offenders at all times. This should be done to enable offenders appreciate good discipline and not develop bitterness. This proposal also had the majority 14 out of 15 responses (as shown on table 4.13; page 48), mainly by key respondents who were policy makers. From the views of the respondents, it can be deduced that insisting on adherence can contribute positively to improve on the use of

alternative modes on pupils' discipline as the numbers of offenders will reduce leaving educators with a manageable number to punish/discipline.

#### **5.4.2 Discussion on Encouraging team work**

The study established that team work should be encouraged in order to successfully administer alternative modes of discipline in government secondary schools. The findings include: educators and parents to cooperate and work in collaboration; homes and schools to speak the same language on discipline; and teachers among themselves to cooperate and plan on how and when to give punishment and to supervise. The above responses signify that parents should work in collaboration with educators and relevant institutions should come together, look at the offenses often committed by the pupils and device the alternative modes to use, and that school authorities need to work with institutions such as HRC, DEC, NGOs and the police. This proposal was also overwhelmingly supported by the majority 14 out of 15 responses, as illustrated on table 4.14; page 49.

#### **5.4.3 Discussion on Prescribing Alternative Modes**

Prescribing alternative modes was one of the solicited proposals established from all the categories of respondents of whom 13 out of 15 responses, as shown on table 4.15; page 50 were proposals on prescribing alternative modes to mitigate the challenges of using alternative modes, as represented on figure 8. This includes the government coming up with a guide on non-corporal punishment modes; school rules to be strengthened; and each school to come up with its own alternative modes. The respondents expressed that there was need for each school with the help of the government to prescribe alternative modes to serve as a guide to all educators, as well as for pupils and parents to be aware of the lawful modes obtaining in school. They further said that school rules must be strengthened and clearly elaborated for educators, pupils and parents to follow what has been agreed upon. The respondents further stated that since the legislation that abolished corporal punishment did not provide educators with alternatives to use there is need for the government to prescribe alternative modes. The teachers from the sampled schools lamented that the abolishment of corporal punishment without providing them with alternatives has to a larger extent made the administration of discipline even more complex.

Basing on the responses above it shows that most educators do not have proper guidance on the alternatives to corporal punishment and how they ought to be administered.

#### **5.4.4 Discussion on Promotion of knowledge and skills**

Promotion of knowledge and skills was another solicited proposal from almost all the respondents which were highly supported with 13 out of 15 responses as illustrated on table 4.16; page 50. The findings were that the promotion of knowledge and skills included workshops/seminars to train educators on the new trends on pupils' discipline; to establish children's rights clubs in schools; disciplinary committees in schools to be strengthened; exchange visits to schools with good records of discipline sharing ideas; experiences on how to mitigate challenges of indiscipline; the government to ensure civic education is taught to all pupils and broaden its curriculum; pupils to be well informed on their rights and responsibilities; as well as sensitize them on the fact that knowledge is power and equipping educators and pupils with knowledge and skills can mitigate challenges of discipline in government secondary schools. The PTA members and teachers expressed the need for refresher courses in form of workshops as well as training educators in schools especially when change has come in so that they can learn the new trends on what is obtaining on the ground.

The findings above with regards to the proposal on the prescribing alternative modes to corporal punishment are supported by UNESCO (2006:5) which contends that "the abolishment of corporal punishment has left most teachers with a feeling of inadequacy in managing student behaviour." This assertion was also observed by Mbozi (2009:16) who states that "the legislation that provides for the abolishment of corporal punishment in Zambia does not offer alternative punishment." A similar observation was made by Soneson (2005:30) who affirms that "many teachers feel that the government prohibited corporal punishment without providing them with proper guidelines and trainings on alternative modes of discipline." The author suggests that educators require being equipped with knowledge and skills to enable them successfully handle the administration of the alternative modes. However, a proposal on equipping educators with knowledge and skills is supported by Gladwell (1999) who contends that for easy administration of the alternatives modes of discipline and their effectiveness as well as mitigating challenges that teachers face in using them, there is need for training the educators on the proper use of the legal alternatives to corporal punishment. The proposal on working as a team is supported by Wambura (2010) research findings who established that "...involving police for serious crimes." These views are in line with Nwaka & Obikeze (2010) expressed the view that parents and pupils should be involved in decision making on matters that have to do with the discipline of pupils.

Greydanus (2003) affirms that “students as well as their parents should get involved in decision making about school issues affecting them...” However, the researcher does not agree on the government prescribing the alternative modes for educators in the sense that indiscipline cases differ from one school to another and that the suitability of the alternative modes of discipline can best be suggested by a particular school. This is in line with the assertion made by Griffins (1996), who contends that the suitability of the alternative modes of discipline to corporal punishment to be applied on offending pupils should be dependent on the offence. This too is supported by Wambura, (2010) who contends that cases of indiscipline and types of discipline administered differ from one school to another.

The Social Discipline and congruent communication theories in line with this study have been highly supported by the findings of this study due to the fact that all the components of the theories are in line with the findings of this objective on the proposed challenges. The proposal on the need to prescribe alternative modes and equipping teachers and learners with knowledge and skills is in relation to educators being guided to discuss behaviour problem and focusing on the strength of the offender. Furthermore, in line with prescribing alternatives support the CCT as the theory encourages teachers to have rules and specific consequences. The findings of this study are also supported by CCT in that the theory emphasizes that teachers and parents should work together in ensuring good pupil discipline. Focusing less on punishment as a component of both theories are in agreement with insisting on adherence as they encourage educators to continuously communicate to pupils on the importance of discipline, remind pupils about the prescribed rules and talk about them often, use discipline instead of punishment and teachers to focus less on punishment and focus more on teaching the appropriate behaviour. The proposal on working as a team by involving all stakeholders including pupils themselves in matters of discipline is in support of making learners feel safe and valued as advocated by the stated theories. Furthermore, the findings on working as a team and cooperating with parents to the pupils support CCT as it advocates for the same.

The fourth and last objective aimed at soliciting proposals on how the challenges faced by educators in using alternative modes to corporal punishment can be mitigated to improve discipline among pupils in government secondary schools. The solicited challenges include prescribing alternative modes, promotion of knowledge and skills, encouraging teamwork and insisting on adherence, as summarised on figure 4.7; page 52. Based on the established proposals, objective four has been fully answered as it has clearly shown the solicited

challenges. Owing to the underpinnings of the solicited challenges it can be deduced that if the established proposals can be taken into consideration by all the stakeholders in the area of discipline, the scourge of indiscipline in schools can be mitigated.

### **5.5 Summary of Chapter 5**

This chapter discussed the findings pertaining to the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in government secondary schools in Lusaka district. The findings were discussed in line with the research objectives and the themes that emerged. The findings were further discussed in relation to the authors and the theoretical framework presented under literature review in Chapter 2 of this research.

The next Chapter provides a conclusion for this study. It will also make recommendations for policy adjustments and for practice.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.0 Overview**

The foregoing chapter presented the discussions on the major findings of this study. This chapter will draw a conclusion for this study and provide some recommendations based on the findings of the stated objectives in chapter one and also based on the theoretical framework adopted in this study. Necessary recommendations for the study are made to provide the government, policy and law makers; and other stake holders for action with an aim of combating the scourge of indiscipline in schools.

### **6.1 Conclusion**

The objectives of this study were firstly; to verify the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in government secondary schools in Lusaka district; secondly, to ascertain their suitability; thirdly, to explore the challenges educators encounter in administering the alternative modes to instil discipline among pupils; and fourthly, to solicit proposals on how the challenges faced can be mitigated so as to ensure good pupil-discipline in government secondary schools in Lusaka.

The first objective and research question verified the alternative modes, with Manual work expressed in form of offenders told to pick paper/litter, sweeping the school surroundings, classrooms/corridors, cleaning drainages, slashing, gardening, maintaining flower beds, and watering plants/lawns, supported by all the 15 responses. Dialogue was reported in form of positive rebuke, apologizing, calling parents, inviting some PTA members to come on board and dialogue with school authorities on how best they can help offenders with deviant behavior to reason with them, in order to help them reform, supported by 12 out of 15 responses. Suspension was in form of sending offenders out from a lesson/class, sending away offenders from school for a stipulated period of time, and giving forced transfer requests to some of those offenders whose offences attracts such kind of disciplinary action, supported by 10 from the total 15 responses. Counseling was expressed in form of guidance, positively talking to the offender, creating friendship with them and knowing their background, and referring offenders to relevant institutions such as the DEC, and the police. The findings were that counseling is used by teacher counselors on pupils who were referred to their offices Counseling had a support of only 4 out of 15 responses. Furthermore, the documents reviewed provided the same modes with manual work being the most dominant mode.

The second objective and research question established that the alternative modes of discipline are suitable because they are non-corporal as supported by all the 15 responses, in that offenders do not feel humiliated, the modes used do not inflict pain or harms the body they do not teach/insight the pupils to be violent and that they are lighter. The alternative modes are lawful because they uphold pupils' rights; are protected, promoted and respected; and that they are in line with the legislation on the abolishment of corporal punishment; and that pupils do not feel degraded, as highly supported by all the 15 responses. Creating a sense of responsibility was expressed in form of equipping learners with a skill; creating a good society; contributing to the cleanliness of the school; make pupils better citizens, supported by 10 out of 15 responses. Instilling a sense of responsibility was in form of alternative modes acting as a deterrent to other pupils; helping pupils to obey school rules; control disruptive behaviour; enable some offenders to realise their wrong doings; enable some offenders to reform; help some offenders to reflect on their lives; bring behaviour change in some learners; lead offenders to positive change; as supported by 7 out of 15 responses.

The third objective and research question established some challenges educators face in using alternative modes to instil discipline as; Time consuming as a challenge is attributed to pupils losing on teaching and learning time; divided attention by the teachers; requires close supervision; teachers feel indirectly punished; more time required; little or no attention given to those on punishment; and poor coverage of syllabus, as expressed by 14 out of 15 responses. Non-compliance by parents was in form of not responding when summoned by school authorities; some parents supporting the wrong behaviour of their children, and that they refuse their children to do manual work; some parents don't cooperate with teachers. On the part of pupils, most pupils disobeyed school rules, wilfully; disobey school authorities, and refusing to do punishment. Almost all the respondents expressed that non-compliance by some parents and pupils was a major challenge to the success of instilling discipline in pupils, as supported by 14 out of 15 responses. Alternative modes not being effective; because the punishments given are lighter; they do not match the offence; pupils do not fear to be punished; pupils wilfully offend; pupils taking advantage on abolishment of corporal punishment; most pupils enjoy doing the manual work given; most pupils have a deviant behaviour; some pupils committing same offences; lack of trained counsellors in schools; teachers having limited alternative modes; poor academic performance; and dealing with pupils from different backgrounds, as supported by 13 out of 15 respondents. Lack of knowledge and skills by teachers and pupils manifests in form of teachers and pupils lacking

knowledge on the new trends on discipline; pupils not appreciating discipline; lack of understanding rights and responsibilities by pupils; wrong perception by pupils on the abolishment of corporal punishment; misinterpretation of human rights by teachers and pupils; lack of skills and initiative by teachers, as supported by 9 out of 15 responses.

The fourth objective and research question established some measures to mitigate the challenges as; Promoting of adherence was expressed in form of giving out copies of school rules to all pupils termly and insists on adherence by all pupils; Head teachers and Deputy head teachers to talk about school rules at every opening and closing assemblies; each school to emphasize on its own school rules and emphasize on deterrent measures train pupils on adherence and emphasize on total compliance by pupils on observing school rules instead of punishing offenders at all times, as supported by majority of 14 out of 15 responses. Encouraging team work as a measure included educators and parents to cooperate and work in collaboration; homes and schools to speak the same language on discipline; and teachers among themselves to cooperate and plan on how and when to give punishment and to supervise. The PTA representatives emphasized that parents in collaboration with educators and relevant institutions such as HRC, DEC, NGOs and the police to come together, look at the offenses often committed by the pupils and device the alternative modes to use, as overwhelmingly supported by the majority 14 out of 15 responses. Prescribing alternative modes includes the government coming up with a guide on non-corporal punishment modes; school rules to be strengthened; and each school to come up with its own alternative modes, as expressed by 13 out of 15 responses. Promotion of knowledge and skills includes workshops/seminars to train educators on the new trends on pupils' discipline; to establish children's rights clubs in schools; disciplinary committees in schools to be strengthened; exchange visits to schools with good records of discipline sharing ideas; experiences on how to mitigate challenges of indiscipline; the government to ensure civic education is taught to all pupils and broaden its curriculum; pupils to be well informed on their rights and responsibilities; as well as sensitizing them on the fact that knowledge is power and equipping educators and pupils with knowledge and skills as supported by 13 out of 15 responses.

Based on the foregoing therefore, it can be deduced that most teachers face a lot of challenges in as far as the administration of alternative modes are concerned. However manual work though highly supported, does not suggest that it is the most effective disciplinary measure to control pupil discipline but that teachers find it easy to administer by merely instructing

offenders to do the work through delegated supervision by prefects or without supervision since they usually have little or no time to supervise. Counselling though rarely used as it requires a lot of time would be the most effective alternative disciplinary measure to mainly use if well handled. This is in line with the social discipline and congruent communication theories which are informed by this study as both theories encourages educators to focus less on punishment, use discipline instead of punishment, use of laconic language, discussing behaviour problem, to prescribe rules and specific consequences and remind students of them often, as advocated by Ginott and Dreikurs are heavily supported by the findings of this study. This therefore calls for quick attention by the government and all the stakeholders to address the established challenges educators face so as to improve pupil discipline.

## **6.2 Recommendations**

In light of the findings of this research the researcher has made the following recommendations to the government and schools, aiming at achieving good-pupil-discipline.

- i. The government through the MoGE to equip educators in schools with knowledge and skills through mandatory training to enable them successfully administer the ATCP.
- ii. The Government through the MoGE to help secondary schools establish a separate department for guidance and counselling and not together with examinations, to be manned by qualified counsellors who should be teaching compulsory guidance and counselling lessons to all grades at least once a week to teach issues of discipline.
- iii. The government through the MoGE to recommend on the theories of discipline which would be compatible with pupils discipline in the contemporary times, such as emphasising on positive discipline.
- iv. All Schools to establish and strengthen children's rights clubs and train peer educators on rights and obligations, adherence and the essence of good discipline.

## **6.3 Suggestions for further research**

The field of discipline still provides an avenue for research in Zambian schools. It is for this reason that the researcher of this study proposes further research to be conducted on: Guidance and counselling as the best means of improving pupils' discipline in Government Secondary Schools in Lusaka district. Teachers to explore better contemporary trends on alternative pupils disciplinary measures.

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## **APPENDICES**

### **APPENDIX 1: Focus Group Guide for Teachers**

#### **ESTABLISHING ALTERNATIVE MODES OF PUPILS' DISCIPLINE**

1. What kind of punishments/alternative modes of discipline do you use in this school to discipline pupils?
2. What are some of the punishments/alternative modes you use on specific offences?
3. Which of the stated modes do you often use and why?

#### **SUITABILITY OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. How suitable are the alternative modes that you use on pupils' discipline?
2. How suitable are the alternative modes that you use in response to law on the abolishment of corporal punishment?
3. How suitable are the alternative modes in relation to children's rights?

#### **CHALLENGES OF ALTERNATIVE MODES ON PUPILS DISCIPLINE**

1. What are some of the challenges that you face as teachers in using the alternative modes to maintain pupils' discipline?
2. How effective are the alternative modes that you use in maintaining pupils' discipline?
3. Where do the stated challenges result from?

#### **PROPOSALS ON HOW TO MITIGATE THE CHALLENGES**

1. What do you think would be the role of the government in ensuring the success of the alternative modes in maintaining pupils' discipline?
2. What are some of the suggestions on how best non-corporal punishment modes can be handled to improve discipline in secondary schools?
3. What would be your personal views or comments that you would want to make based on alternative modes of discipline in relation to corporal punishment which has been abolished in schools, which would contribute to improve pupils' discipline in schools?

## **APPENDIX 2: Focus Group Guide for Pupils**

### **ESTABLISHING ALTERNATIVE MODES OF PUPILS' DISCIPLINE**

1. What type of punishment/modes of discipline do your educators give to offending pupils?
2. What are some of the punishments/alternative modes do your teachers use on specific offences?
3. Which of the stated modes do your teachers often use and why?

### **SUITABILITY OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. How suitable are the types of punishment/discipline in response to law on the abolishment of corporal punishment?
2. Would you describe the types of punishment/measures of discipline used by your educators suitable in maintaining discipline?
3. How suitable are the alternative modes in relation to your rights as children?

### **CHALLENGES OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. What do you see as some of the challenges that your educators face in using the modes that are non-corporal in nature?
2. Why do you think teachers face the stated challenges?
3. What impact do the modes of discipline/punishment that are non-corporal have on your general behaviour as pupils?

### **PROPOSALS ON HOW TO MITIGATE THE CHALLENGES**

1. What do you think would be the role of the government in ensuring the success of the alternative modes in maintaining discipline?
2. What are some of the suggestions on how best non-corporal punishment modes can be handled to improve discipline in secondary schools?
3. What would be your personal views or comments that you would want to make based on alternative modes of discipline in relation to corporal punishment which has been abolished in schools, which would contribute to improve pupils' discipline in schools?

## **APPENDIX 3: Individual Interview Guide for School Administrators**

### **ESTABLISHING ALTERNATIVE MODES OF PUPILS' DISCIPLINE**

1. What are some of the alternative modes of discipline do you use in this school to enforce discipline on pupil?
2. Which of the stated modes do you often use and why?
3. Which guiding principle do you use as a school in coming up with the alternative modes to be used by teachers in this school for disciplining pupils?

### **SUITABILITY OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. How suitable are the modes of discipline on offenders referred to your office?
2. How suitable are the modes of discipline that you use in response to law on the abolishment of corporal punishment?
3. How suitable are the alternative modes of discipline in relation to children's rights?

### **CHALLENGES OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. What are some of the challenges that you face as an administrator in using the modes of discipline that are non-corporal?
2. How effective are the alternative modes that you use in maintaining pupils' discipline?
3. Where do the stated challenges result from?

### **PROPOSALS ON HOW TO MITIGATE THE CHALLENGES**

1. What do you think would be the role of the government in ensuring the success of the alternative modes in maintaining pupils' discipline?
2. What are some of the suggestions on how best non-corporal punishment modes can be handled to improve discipline in secondary schools?
3. What would be your personal views or comments that you would want to make based on alternative modes of discipline in relation to corporal punishment which has been abolished in schools, which would contribute to improve pupils' discipline in schools?

## **APPENDIX 4: Individual Interview Guide for the PTA Executive Members**

### **ESTABLISHING ALTERNATIVE MODES OF PUPILS' DISCIPLINE**

1. What are some of the modes of discipline do educators use in government secondary schools after the abolishment of corporal punishment?
2. Which of the stated modes appear to be common in most schools?
3. What are the modes of discipline do educators in schools use for specific offenses?

### **THE SUITABILITY OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. How suitable are the modes of discipline do educators use on pupils' discipline?
2. How do the parents ensure that the educators are using the suitable modes of discipline on pupils in response to law/policy on the abolishment of corporal punishment?
3. How would you describe the modes of discipline used by educators in schools as suitable in instilling pupils' discipline?

### **CHALLENGES OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. What are some of the challenges that are faced by educators in using the non-corporal punishment measures to instil pupils' discipline in government secondary schools?
2. What are some of the effects noted by parents that have resulted from the change of modes of discipline from corporal to non-corporal punishment on pupils' behaviour?
3. From the general report you get as parents from government secondary schools how effective are the non-corporal punishment measures in instilling pupils' discipline?

### **PROPOSALS ON HOW TO MITIGATE THE CHALLENGES**

1. How can the educators be helped to mitigate the challenges that they encounter in using non-corporal modes to ensure success in good pupil-discipline?
2. What role can the government play in ensuring the success of good pupils' discipline?
3. What are some of the suggestions on how best non-corporal punishment modes can be handled to improve discipline in secondary schools?

## **APPENDIX 5: Individual Interview Guide for Policy Makers**

### **ESTABLISHING ALTERNATIVE MODES OF PUPILS' DISCIPLINE**

1. What are some of the modes of discipline do educators use in government secondary schools after the abolishment of corporal punishment?
2. Which of the stated modes appear to be common in most schools?
3. What are the modes of discipline do educators in schools use for specific offenses?

### **THE SUITABILITY OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. How does the government ensure that the educators are using the suitable modes to discipline pupils in government secondary schools, as positive response to law/policy on the abolishment of corporal punishment?
2. How would you describe the modes of discipline used by educators in schools as suitable in maintain pupils' discipline?
3. How suitable are the modes of discipline in relation to children's rights?

### **CHALLENGES OF ALTERNATIVE MODES ON PUPILS' DISCIPLINE**

1. What are some of the challenges that have been brought to your attention do educators in secondary schools face in using non corporal punishment modes on pupils' discipline?
2. From the general report you get from government secondary schools how effective are the non-corporal punishment modes in instilling pupils' discipline?
3. How would you describe the stated challenges?

### **PROPOSALS ON HOW TO MITIGATE THE CHALLENGES**

1. What are some of the reasons why the legislation on abolishment of corporal punishment did not provide guidelines on modes of discipline for educators in school to follow?
2. How can the educators be helped to mitigate the challenges that they encounter in using non-corporal modes of discipline to ensure success in good pupil-discipline and positively respond to law/policy on the abolishment of corporal punishment?

3. What would be your personal views or comments that you would want to make based on alternative modes of discipline in relation to corporal punishment which has been abolished in schools, which would contribute to improve pupils' discipline?

**APPENDIX 6: Consent Form**

UNZAREC FORM 1b



**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937  
E-mail: drgs@unza.zm

P. O. Box 32379  
Lusaka, Zambia

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

**CONSENT FORM**

(Translated into vernacular if necessary)

**TITLE OF RESEARCH:**

**REFERENCE TO PARTICIPANT INFORMATION SHEET:**

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

**VOLUNTARY CONSENT**

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed): NK HOMA MABLE

Participant's signature: (Signature) Consent Date: 01/12/15

Researcher Conducting Informed Consent (Printed): MITONGA DINGASE : B

Signature of Researcher: (Signature) Date: 01/12/15

Signature of parent/guardian: (Signature) Date: 01/12/15

## APPENDIX 7: Budget

ITEM NO.	DESCRIPTION	QUANTITY	UNIT-COST (K)	TOTAL COST
<b>A.</b>	<b><u>Stationery</u></b>			
1.	Reams of paper	5	K 35.00	K 175.00
2.	Notebook	5	K 10.00	K 50.00
3.	Pens 1 box	1 box	K 25.00	K 25.00
4.	Pencils 1 box	1 box	K 15.00	K 15.00
5.	Flash Disks	2	K 150.00	K 300.00
6.	Staples	1 box	K 25.00	K 25.00
7.	Folder	5	K 5.00	K 25.00
8.	Rubbers	5	K 2.00	K 10.00
			<b>Sub-total=</b>	<b>K 625.00</b>
<b>B.</b>	<b><u>Typing services</u></b>			
9.	Proposals	1	K 3.50	K 269.50
10.	Questionnaires	1	K 3.50	K 17.50
11.	Questionnaires	1	K 3.50	K 21.00
12.	Report	1	K 3.50	K 300.00
			<b>Sub-total=</b>	<b>K 608.00</b>
<b>C.</b>	<b><u>Photocopying Services</u></b>			
13.	Proposals	4	K 15.40	K 61.60
14.	Questionnaires	60	K 1.00	K 60.00
15.	Questionnaires	230	K 1.20	K 276.00
16.	Report	6	K 24.00	K 144.00
			<b>Sub-total=</b>	<b>K 541.60</b>
<b>D.</b>	<b><u>Travel, lunch</u></b>			
17.	Researcher	6	K2,000.00	K6,000.00
			<b>Sub-total=</b>	<b>K6,000.00</b>
<b>E.</b>	<b><u>Binding services</u></b>			
18.	Proposals	4	K 10.00	K 40.00
19.	Reports	6	K 50.00	K 300.00
			<b>Sub-total=</b>	<b>K 340.00</b>
<b>F.</b>	<b><u>Information search</u></b>			
20.	Internet browsing	Several	K 200.00	K 200.00
21.	Private library use	Several	K 200.00	K 200.00
			<b>Sub-total=</b>	<b>K 400.00</b>
<b>G</b>	<b><u>Editing of work</u></b>			
	Editing the proposal		K 500.00	K 500.00
	Editing the report		K 500.00	K 500.00
			<b>Sub-total=</b>	<b>K1,000.00</b>
<b>H.</b>	<b><u>Contingency</u></b>			
	at 10% of the sub-total	10%	<b>TOTAL=</b>	<b>K7,889.60</b>
				<b>K 788.96</b>
<b>GRAND TOTAL:</b>				<b>K8,678.56</b>

**APPENDIX 8: Time Frame: From January 2015 to January 2017**

SEQUENCE OF WORK PLAN	2015												2016												2017
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
PROBLEM IDENTIFICATION AND FORMULATION	●	●	●																						
PRESENTATION AND APPROVAL OF THE RESEARCH TOPIC				●																					
PRESENTATION AND SUBMISSION OF RESEARCH PROPOSAL					●																				
DATA COLLECTION										●	●	●													
DATA ANALYSIS AND PRESENTATION OF FINDINGS														●	●	●									
TYPING AND SUBMISSION OF DRAFT REPORT																●	●								
CORRECTION, BINDING AND SUBMISSION OF FINAL REPORT FOR EXAMINATION																			●						
EXAMINATION DEFENCE																						●			
GRADUATION																								●	

**APPENDIX 9: Introductory Letter**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

=====  
Date: 28-10-15

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

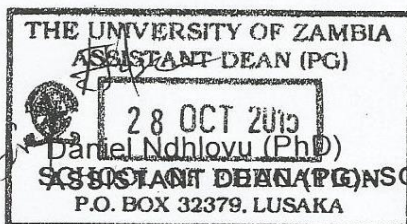
**RE: FIELD WORK FOR MASTERS / PhD STUDENTS**

The bearer of this letter Mr./Ms. M. TONGA DINGASE, F. Computer number 514706695..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/

Yours faithfully



cc. Director, DRGS  
Dean, Education

## APPENDIX 10: Full Ethical Clearance



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

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Lusaka, Zambia

20<sup>th</sup> September, 2016

Ms. Mtonga Dingase E.  
P.O Box 310050  
**LUSAKA**

Dear Ms. Mtonga,

**RE: FULL ETHICAL CLEARANCE**

With reference to your research proposal entitled: **"Abolishment of Corporal Punishment in Zambia: Evaluating Alternative Modes of Discipline in Selected Government Secondary Schools in Lusaka District."** You are hereby given full ethical clearance to proceed with your research.

**ACTION: APPROVED**  
**DECISION: 20<sup>th</sup> September, 2016**  
**EXPIRATION DATE: 19<sup>th</sup> September, 2017**

However, it is recommended that all data to be collected should be kept confidential and that if there are plans for publication or dissemination of results, the names of the participants should not be linked with the research in order to ensure confidentiality.

Please note that you are expected to submit to the Secretariat a Progress Report and a copy of the full report on completion of the project.

Finally, and more importantly, take note that notwithstanding ethical clearance given by the HSSREC, you must also obtain authority from the Permanent Secretary of the appropriate Ministry before conducting your research.

Yours sincerely,

Dr. J. Simwinga, PhD  
**ASSISTANT DIRECTOR (RESEARCH)**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

cc: Director, Directorate of Research and Graduate Studies  
Acting Chairperson, Humanities and Social Sciences Research Ethics Committee  
Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies