

**TRENDS AND MANAGEMENT STRATEGIES OF PUPIL INDISCIPLINE IN  
SELECTED SECONDARY SCHOOLS IN LUANSHYA DISTRICT POST THE  
ABOLISHMENT OF CORPORAL PUNISHMENT IN ZAMBIA**

**by**

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**A dissertation submitted to the University of Zambia in partial fulfillment of the  
requirements for the ward of the Degree of Master of Education in Educational  
Administration and Management**

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## DECLARATION

I, **Ian Hamomba**, do hereby solemnly declare that the works in this dissertation are original and represents my own work. The dissertation has not been previously submitted for any degree or diploma or any other award at the University of Zambia or any other university. All the works of other people have been duly acknowledged.

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Supervisor:      Signature: .....

                          Date: .....

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## APPROVAL

This dissertation of **Ian Hamomba** is approved as partial fulfillment of the requirements for the award of degree of Master of Education in Educational Administration and Management by the University of Zambia.

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## ABSTRACT

The purpose of this study was to examine trends and management strategies of pupil indiscipline post the abolishment of corporal punishment in Zambia in selected secondary schools in Luanshya district. To achieve this aim, the objectives that guided the study were; to identify pupil disciplinary issues experienced in secondary schools post the abolishment of corporal punishment in government secondary schools, assess factors attributed to pupil indiscipline and establish disciplinary management strategies schools employ to manage pupil indiscipline.

The study used mixed methods approach particularly concurrent mixed research design which involved both qualitative and quantitative approaches. The data was collected from a sample of 65 respondents using interviews on 5 Deputy Head teachers and 5 parents (Parent Teachers Association (PTA) representatives who were purposively sampled as these categories had homogeneous characteristics. Questionnaires were administered on 30 Teachers (5 Guidance and Counselling Teachers and 25 Teachers) and Focus group discussions on 25 Pupils who were both selected using simple random. Qualitative data was analysed according to emerging themes while quantitative data was analysed using descriptive statistics using Excel to generate percentages, frequencies, tables, pie charts and graphs.

The study revealed that pupil indiscipline has evolved and continued growing with emerging unruly and disruptive behavioral patterns such as; indecent dressing, impoliteness, pupil gangs, cheating in examinations, use of mobile phones in class, and watching pornography on phones during classes among secondary schools pupils. This is alongside the common discipline problems such as; absenteeism, bullying, rudeness to teachers, fighting and Alcoholism and drug abuse. Factors attributed to escalating pupil indiscipline were identified as; peer pressure, lack of parental involvement, influence of technology/media, abuse of human rights, awareness of the abolition of corporal punishment, drug and alcohol abuse, ineffective disciplinary management in schools and bad teacher behavior and teacher incompetence. The findings further revealed that, in light of the abolishment of corporal punishment schools were employing discipline management strategies such as; counseling sessions, parental involvement, forced transfers, suspension, rewards, motivational talks and enforcement of school rules at the beginning of each term during school assembly gatherings. However, the application of these strategies varies from school to school and depends on the nature of the offence committed. The study recommends that educators should be trained in modern counselling skills and techniques to enable them effectively deal with changes in pupil indiscipline behaviours in schools. Ministry of General Education (MoGE) should strengthen partnerships with NGOs and other stakeholders to help create a strong collaboration between educators and parents in managing pupil indiscipline in a multi-sectoral approach. Educators should promote proactive in-school strategies to discipline management through Continuous Professional Development (CPD) meetings, workshops in conflict management among others. Schools should also establish and strengthen human rights clubs, and religious activities in schools to educate pupils on their rights, obligations and good morals.

**Key words:** *Trends, pupil indiscipline, strategies, management, corporal punishment, educators*

## **DEDICATION**

I dedicate this research to my late parents Mr. Mark and Mrs. Maria Hamomba for their love and support throughout my education and believing in me. I also dedicate this work to my late sister Linda and brothers Kizito and Choolwe who believed in me that I would reach a higher level in education.

I further extend my dedication to my children; Tumelo, Gift, Teo and my daughter Favour. May this research work be an inspiration to them so that they aim to attain the highest educational accolade.

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## ACRONYMS USED

ACP	Abolishment of Corporal Punishment
CP	Corporal Punishment
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
EFA	Education for All
GSDG	Global Sustainable Development Goals
MoE	Ministry of Education
MoGE	Ministry of General Education
NAQEZ	National Action for Quality Education in Zambia
NGOs	Non Governmental Organisations
PEO	Provincial Education Officer
PTA	Parent Teachers Association
SU	Scripture Union
UN	United Nations
UNCRC	United Nations Convention on the Rights of Children
UNESCO	United Nations Education Scientific and Culture Education

## OPERATIONAL DEFINITIONS OF TERMS

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

**Corporal punishment:** Refers to the intentional infliction of pain or physical punishment by educators intended to cause some degree of pain or discomfort for the purpose of correcting, controlling, and changing behaviors of a pupil who has committed an offense in the belief of educating them.

**Pupil Indiscipline:** Unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviors conducive for the teaching and learning process

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

**Management:** In this study the term "management" will refer to the techniques used by education managers as well as other educators in school in order to cultivate a culture of teaching and learning.

**Pupil:** This term, in this study, will mean a person at a secondary or primary school that is being taught by educators.

**Strategies:** A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem

**Trend:** a general development or change in a situation or in the way that people are behaving.

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Overview

This chapter presents background information to this dissertation on pupil indiscipline trends and management strategies following the abolishment of corporal punishment in government secondary schools in Zambia. The chapter also gives the statement of the problem, purpose of the study, objectives of the study, research questions, and the significance of the study. It further addresses the theoretical framework, conceptual framework, and operational definitions of terms as used in this study.

#### 1.2 Background of the study

Education is a cornerstone for both personal and national development as it imparts knowledge and skills as well as influence the behaviour of individuals who experience it (MoE, 1977). Quality education for national development which is inclusive for all to promote lifelong learning is not only the Zambian government 's vision towards education but also global sustainable development goal (GSDG) number four on education. Notable among many elements that contribute to quality education and contribute immensely to human capital formation is discipline (MoE, 1996). School discipline is referred to as, 'the orderly management and control of the educational process to ensure transfer of knowledge, norms and values and progress towards the desired aims of educative schooling' (Badenhorst, et al, 2006:65). Therefore, discipline is a precursor of success in all school curricular and co-curricular activities.

The problem of pupil indiscipline in schools is a global issue of great concern, traversing political, economic, geographical, racial and even gender boundaries (Kajubi, 2007). Over the years, there has been 'growing incidences' of disruptive behaviour in schools in Zambia and other countries. This view is supported by Phiri (2011) whose study revealed that there has been an increase of pupil indiscipline in secondary school from the time corporal punishment was abolished in schools in Zambia. This posed a challenge to effective teaching and learning as well as character building in the pupils in schools (Tungata, 2006).

Corporal punishment was the main tool that was used to manage pupil indiscipline in Zambia especially in secondary schools in the colonial and post-colonial days (MoE, 1997). Before

corporal punishment was banned in Zambia, school children were chastised by strokes of cane and sometimes dehumanized with slaps and fists at the hands of teachers. The digging of trenches, ploughing school fields, cleaning the surroundings was also a common form of punishment in those days (Zambia Daily Mail, September 25, 2017). However, the beginning of the nineteenth century saw a growing dissatisfaction with corporal punishment. The twentieth century saw the rise of the creed of human rights. Manifestos of human rights emerged, such as the United Nations' Convention on the Rights of the Child (UNCRC) (2005), which contained clauses that are difficult to reconcile with the practice of corporal punishment (Wolhuter & Middleton, 2007:11). The international thinking about corporal punishment also began to change. Communities around the world began to advocate and view the scrapping of corporal punishment in schools as an important step towards creating more peaceful and tolerant societies (Naong, 2007:289).

Therefore, after strong activism against the practice worldwide, Zambia issued a gazette notice for the abolishment of corporal punishment in schools which was enacted into statutory instrument number 10 of 2003 in line with the United Nations Convention on the Rights of the Child (UNCRC) particularly Article 37 (a). This Article states that

*“No child shall be subjected to torture or other cruel, inhuman or degrading punishment”.*

It therefore prohibits any form of violations against children, including the use of corporal punishment in schools (Beyani, 2008) and (Zambia Daily Mail, September 25, 2017). Furthermore, the African Charter on Rights and Welfare of Children has equally condemned the use of corporal punishment in schools (Soneson, 2005). While youths and human rights activists welcomed the ban on corporal punishment, educators and other stakeholders in the education sector felt that this move would encourage disruptive behaviour among learners.

Unlike in Kenya where the government banned corporal punishment in Kenyan schools in 2001 and enacted the 'Learners' Act' which entitles learners to protection from all forms of abuse and violence (Mweru, 2010), the Zambian situation after the abolishment of corporal punishment is that, the legislation that provided for the abolition of corporal punishment did not offer

alternatives to punishment; rather it criminalized the use of corporal punishment. The Education Act of 2011, Article 28 in the constitution of Zambia (GRZ, 2011) states that;

*‘Corporal punishment is prohibited in public and private schools;  
“(1) A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner. (2) A teacher, employee or other person who contravenes subsection (1) commits an offence and is liable, upon conviction, to a fine not exceeding one hundred thousand penalty units or to imprisonment for a period not exceeding one year, or to both.”*

The above piece of legislation is further emphasized in the government gazette dates 12 January 2018 under Statutory instrument No.1 of 2018 in ‘The Teaching Profession Code of Ethics Article 2,3 (b) which states that;

*‘A teacher shall not in administering discipline over a learner administer corporal punishment as a form of discipline.’*

These pieces of legislation have put administrators and teachers in Zambian schools at increasing distress regarding managing disciplinary problems in schools. This is because the burden of dealing with pupil indiscipline has been left for them to decide. This has posed a great challenge in that, attempts to solve problems of learner indiscipline greatly interfere with teaching and learning which has been attributed to as a precursor to later school dropout and negative social outcomes in society. In addition, school authorities exercise a lot of restraint in as far as total control over the learner’s misbehavior as any action towards administering corporal punishment risks them to dismissal, imprisonment or both. Mtsweni (2008) also adds that, learners are told to report any form of teacher-learner seemingly harassment straight away to law enforcers.’ This is because Human rights activists and Government policy makers have come on board and emphasize more on securing and protecting the welfare of the learners than the teachers and

school administrators. As such, disruptive behavior continues to be the most consistently discussed problem around the world.

Additionally, Maphosa and Mammen (2011), also opine that teachers in South Africa often find themselves in a dilemma of having to find effective ways of dealing with learner indiscipline in schools, while at the same time protecting children's rights following the abolishment of corporal punishment in schools. However, Chisholm (2007) opines that, as much as there is more emphasis on children's rights, it should be stressed that these rights have limitations and one important observation is that an individual's rights should not interfere with the rights of others.

Furthermore, it has been reported that as a result of banning corporal punishment in schools, teaching has become a stressful and challenging occupation as teachers are demotivated and feel hopeless and helpless (Mtsweni, 2008:112; Marias and Meiers, 2010). Maphosa and Shumba (2010) in the study they conducted found out that, educators generally feel disempowered in their ability to maintain discipline in schools in the absence of corporal punishment. This is consistent with Makapela's (2006) findings that learners literally take advantage of educators because they know full well that whatever punishment that is given to them will not equal the pain of corporal punishment. Furthermore, a study conducted in the United states of America by Vogel (2004) also revealed that about (77%) of the teachers admitted that their teaching would be more effective if they did not have to spent so much time dealing with disruptive students. This has lead to inadequate coverage of the syllabus in different subjects, hence inadequately equipping learners for examinations hence promoting examination malpractices.

Other studies conducted such as the one by Closson, et al (2002) revealed that lack of teacher-learner relationship in schools today have caused discipline problems. Therefore, they recommend that a good teacher should be a coach, a mentor, a counselor and a friend, all rolled into one. A teacher's job should not only involve facilitating and supporting teaching and learning of curriculum materials but also involve shaping learners' social behaviour as this would reduce discipline problems in the school. Therefore, the abolishment of corporal punishment has opened other avenues of how to manage discipline in schools.

Beckmann and Prinsloo (2007) further observe that schools have a crucial role to perpetuate societal values and this can only be done if learners are taught to be responsible for their own behaviors. Similarly, Du Bois (2006) argues that a school system should mirror the society and teachers in the school should be in total control of learners. Therefore, there must be interplay between the school and the communities, particularly homes where learners come from in as far as promoting good behavior in the children is concerned. Therefore, there is increasing need for teachers to be aware of effective alternative measures and embrace them (Belvel & Jordan, 2002). Educators could make use of co-operative disciplinary measures as compared to punitive and harsh disciplinary measures as punitive measures may not always achieve the intended objectives.

Current studies conducted in Zambia have shown that pupil indiscipline in secondary schools in Zambia is an increasing problem. For instance, Mtonga (2016) only evaluated alternative modes of discipline in secondary schools such as dialogue, suspension, counselling and manual work; Hamalengo (2016) assessed strategies in managing pupil's indiscipline in secondary schools, and Phiri (2012) assessed the impact of abolishing degrading punishment on discipline. Simango (2012) investigated the effects of banning corporal punishment in high schools and noted that, the ban on corporal punishment brought to the fore its own challenges. The elderly who went through pre independence and the early years of post-independence era up to 1970, feel that the move has created serious disciplinary issues in Zambian schools, while the youths view the ban as a positive move. Mweemba (2011) investigated the effectiveness of punishment in suppressing deviant behavior among pupils. Ministry of General education in Zambia, has been working towards implementing some of the suggested solutions from these studies, however, some stakeholders still feel corporal punishment should be re-introduced to managing increasing pupil indiscipline in schools.

This study joins the studies above and other studies conducted elsewhere, however, with a focus directed at examining trends and management strategies of pupil indiscipline post the abolishment of corporal punishment in Zambian secondary schools. Trends in pupil indiscipline have been evolving hence the need to find workable strategies that match these changes in order to have disciplined pupils. This follows a lot of changes in pieces of legislation, technology and

training curricula for teachers among others issues. It is hoped that new information which was not addressed by previous studies and publications in this regard will be brought to the fore in this study, so as to improve and offer new insights on how to manage pupil indiscipline in schools.

### **1.3 Statement of the problem**

Corporal punishment had been touted for long as a solution to pupil indiscipline in schools as earlier allude to in the introduction. However, its abolishment in Zambia left a lacuna and confusion as there are no clear guidelines regarding management of pupil indiscipline in schools. Educators in Zambia and other countries where corporal punishment was abolished like South Africa believe that the abandonment of corporal punishment has resulted in the collapse of discipline in schools as pupils have misunderstood the abolition of corporal punishment to mean that they should not be punished at all (Joubert & Prinsloo 1999:55). As a result, educators are becoming increasingly distressed as the burden of dealing with pupil indiscipline in schools has been left for them to decide.

Reports have also shown that in the recent times, secondary schools in Zambia have increasingly experienced widespread pupil indiscipline with devastating consequences. It is worrying that the indiscipline in schools has changed over time from simple protests to destruction of property and in recent past unruly and disruptive behavioral patterns such as truancy, impoliteness, use of mobile phones in class, indecent dressing, pupil gangs, watching pornography, absenteeism, vandalism, drug abuse, truancy, drunkenness, smoking, lateness, bullying, promiscuity, theft, sneaking out of school, fighting, aggressive among school pupils than they used to be in the past (Times of Zambia, 9 Oct 2017), (Nene, 2013). Bru et al (2001) also add that, learner misconduct in the Scandinavian and other Western countries has escalated tremendously and this trend is also evident in most countries. Schools today have to deal with the problem of weapons, recruitment into criminal groups, rivalry, drugs and substance abuse, trafficking and youth radicalization. There seems to be some emerging disciplinary problems in the mix alongside some novel ways to deal with the situation especially in secondary schools where pupil enter the adolescent stage of their growth, full of energy to explore the world and prone to indulge in indiscipline acts of all sorts. Furthermore, pupils feel they can behave in any way they want as

they are protected by the ‘Children’s rights.’ This has greatly comprised effective delivery of teaching and learning as well as overall management of the schools.

In spite of interventions aimed at eliminating acts of indiscipline among learners in secondary schools the number of cases of learner indiscipline keeps on escalating, manifesting itself in various forms (Times of Zambia, 2014). If the situation is not addressed and appropriate mitigating measures put in place to deal with the increasing and emerging pupil disruptive behaviours, there will not only be no effective teaching and learning in schools but also increased number of pupils failing to complete their schooling due to poor academic performance, suspension, expulsion, possible incarceration through indiscipline related cases. This study therefore examines how the trends in pupil indiscipline can be managed in light of the abolishment of corporal punishment in Zambian secondary schools especially in Luanshya district of Copperbelt province.

#### **1.4 Purpose of the study**

Gnome (2006:2) defines the purpose of the study as the reason for conducting research. Therefore, this study sought to examine trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.

#### **1.5 Research objectives**

The study was guided by the following research objectives;

- i) To identify forms of pupil disciplinary issues experienced by educators in selected secondary schools in Luanshya district.
- ii) To assess the causes of pupil indiscipline in selected secondary schools in Luanshya district.
- iii) To establish strategies schools employ to manage pupil indiscipline post the abolishment of corporal punishment in selected secondary Schools in Luanshya district.

#### **1.6 Research questions**

The study answered the following questions;

- i) What are the forms of pupil disciplinary issues educators experience in selected secondary schools in Luanshya district?

- ii) What are the causes of pupil indiscipline in selected secondary schools in Luanshya district?
- iii) How do schools manage pupil indiscipline post the abolishment of corporal punishment in selected secondary schools in Luanshya district?

### **1.7 Significance of the study**

According to Chuma et al (2007:30), ‘significance of the study means the usefulness of the results of the study to the society’. It is hoped that the findings of this study may help the Ministry of general education and other stakeholders in policy formulation and implementation of non-corporal discipline management strategies. This will guide educators to manage changes in pupil indiscipline behaviors in schools. The study may further improve pupil discipline in schools and equip educators with modern techniques of managing pupil indiscipline in light of the abolishment of corporal punishment in schools to enhance effective teaching and learning and good behaviour of learners. It may also encourage parents, NGOs and other stakeholders to work closely with educators to help manage pupil indiscipline in schools. Furthermore, the findings of this study may also contribute new information to the existing body of knowledge especially to policy and practice, training as well as a point of reference on matters of managing pupil indiscipline in schools. Lastly, the study may also provide information gaps that may serve as a basis for future research by other students and scholars.

### **1.8 Delimitation of the study**

This research was conducted in Luanshya district of Zambia among central located urban secondary schools targeting deputy headteachers, parents, guidance and counseling teachers, teachers and pupils from the five targeted schools. This means that the findings of this study may not be generalized to a wider population in other districts of copper-belt province which has rural secondary school. However, established findings of this study may help in providing a general picture on the trends and management strategies of pupil indiscipline in other secondary schools in Zambia.

### **1.9 Theoretical framework**

There is no single theory that wholly explains pupil indiscipline; its trends and managements strategies in its totality in schools. However, the theories presented below give a background theoretical basis to ground this study.

### **Albert Bandura Social Learning Theory (1849-1936)**

The major assumption of this theory is that, all behaviours whether adaptive or maladaptive, social or antisocial, deviant or non deviant are learnt and can be unlearned observationally through modelling, imitation and reproduction. Through observation one forms an idea about behaviours of others, codes the behaviour which later serves as a guide to actions. Therefore, it can be said that all forms of pupil indiscipline that pervade our school environments both in and outside the classroom today among pupils at all levels of education are as a result of poor learning experiences. Pupils today learn and take after various behaviours from people of influence (models), such as parents, teachers, television characters, and peer group members and practices blindly without taking into consideration the consequences of those behaviours and practices to their academic and social well being as pupils in school.

Bandura (1977) suggests that a child who has seen her parents being kind and caring will tend to do the same. Conversely a child who has seen aggressive behaviour of parents is likely to be violent in solving problems. Therefore, people around the child will determine the way a child will respond to the behaviour he or she imitates. If a child got rewarded by imitating the behaviour of a model, he/she is likely to continue with that behaviour. Bandura further adds that rewards or vicarious reinforcements are some of the factors that influence imitation and learning a particular behaviour

The relevance of this theory to this study is that pupils are more likely to imitate or learn and unlearn behaviours exhibited at home, society or community and school through observing such behaviour from parents, siblings, peers and teachers. Therefore, good behavior must be encouraged, practiced and rewarded in schools, at home and society so that pupils learn and imitate such behavior and become disciplined. Bad behaviour on the other hand must be discouraged and not rewarded so that pupils do not imitate such behaviour. It is important for parents, peer and teachers to portray good behaviour that pupils can emulate and become disciplined. This view is also consistent with Osofsky (1995) who observed that, 'children learn that violence is a means to control others, especially when it occurs in family relationships and perpetrators go unpunished.' On the other hand, the opposite is also true, if the children observe there teachers reporting early for lesson or their parents being polite, children will also be coming early to school and will not use vulgar language to adults and their peers.

### **William Glasser Choice Theory (1990)**

The assumption of this theory is that all behaviour is either consciously or unconsciously, chosen. Behaviour is a choice made by an individual, based on his or her feelings and needs, and is therefore not determined or controlled by external circumstances. However, the choice theory does not deny the importance of external influences on behavior, rather, it emphasizes that such factors are not as significant in behavior change as factors relating to the students' basic needs. In other words, the power lies within each person to determine how he or she will respond to the demands of the social and physical environment. Therefore, the basis for any given choice is the desire to move from the pain of unfulfilled needs to the pleasure of fulfilled needs. Glasser (1992) specifies five basic needs; survival, power, fun, freedom and love and belonging, the latter being the most important. All behaviour is the result of an individual's desire to satisfy one or more of these needs and is internally motivated, purposeful, flexible and creative. Thus, humans are perceived as self-determining beings who take responsibility for the consequences of their choices.

This theory is applicable for this study as its ultimate goal is for pupils to develop self-discipline and self-control through (1) building and nurturing quality relationships with their peers, (2) making informed choices about their learning, behaviour and development, and (3) taking direct control over their actions and thoughts. This goal will be realized when teachers, administrators, parents, and the community work collaboratively to provide learning environments that promote the academic, social, mental, and spiritual development of pupils.

He describes pupil misbehaviour as a bad choice and appropriate behaviour as a good choice. Therefore, learners must be brought to an awareness of their responsibility to make their own decisions about their behaviour. Teachers cannot directly control the behavior of students, since students choose how to react to their feelings. The focus when dealing with discipline problems is that educators should have two goals: first, to stop the unwanted or challenging behaviour; second and more importantly, to teach students how to control their own behaviour by helping the students identify the circumstances that trigger their behaviours. By understanding what drives an action or misbehaviour of pupils educators should be able to deal or modify or manage pupil misbehaviour effectively without using punishments following specific rules or rewards of any sort.

Glasser also urges educators to formulate class rules (and the consequences of breaking these rules) and to involve students in this process. He insists that educators should never accept excuses for misbehaviour and they should always see to it that students experience the reasonable consequences, pleasant or unpleasant, of the choices they make. He maintained that an educator's role in discipline should be one of continually helping students to make better behaviour choices. He also popularised the holding of class meetings conducted with students and educator seated in a close circle, a phenomenon now incorporated in almost all systems of discipline. This in turn will empower them to change their reactions to those feelings. As they do so, their behaviours will change. One interesting thing to note in Glasser's choice theory is that, he also stresses the use of non-coercive discipline to influence students to make good decisions about learning and behaviour. This is in line with the emphasis on the use of non-corporal discipline management strategies to manage pupil indiscipline in schools.

### **Linking and justification of the use of the above theories to this study**

The Justification of the use of the Albert Bandura social learning theory and the Glasser choice theory is that, the social learning theory mainly focuses on the forms of behaviours and how the pupils acquire them; through imitation, learning and reproduction based on behaviour they observe from people of influence at home school and society. It is therefore the duty of the parents, teachers and peers to reinforce good behaviour in order to elicit not only disciplined pupils but also a conducive learning environment. On the part of the William Glasser choice theory, pupils have an intrinsic motivation to choose what behaviour they will follow without being influenced externally. As such, they are able to take control and responsibility of their behaviour based on the consequences they consider as meeting the basic needs of survival, power, fun, freedom and love and belonging. The role of the educator in both theories is to administer rewards to encourage good behavior, stop unwanted behaviour as well as to teach students how to control their own behaviour by helping the students identify the circumstances that trigger their behaviours.

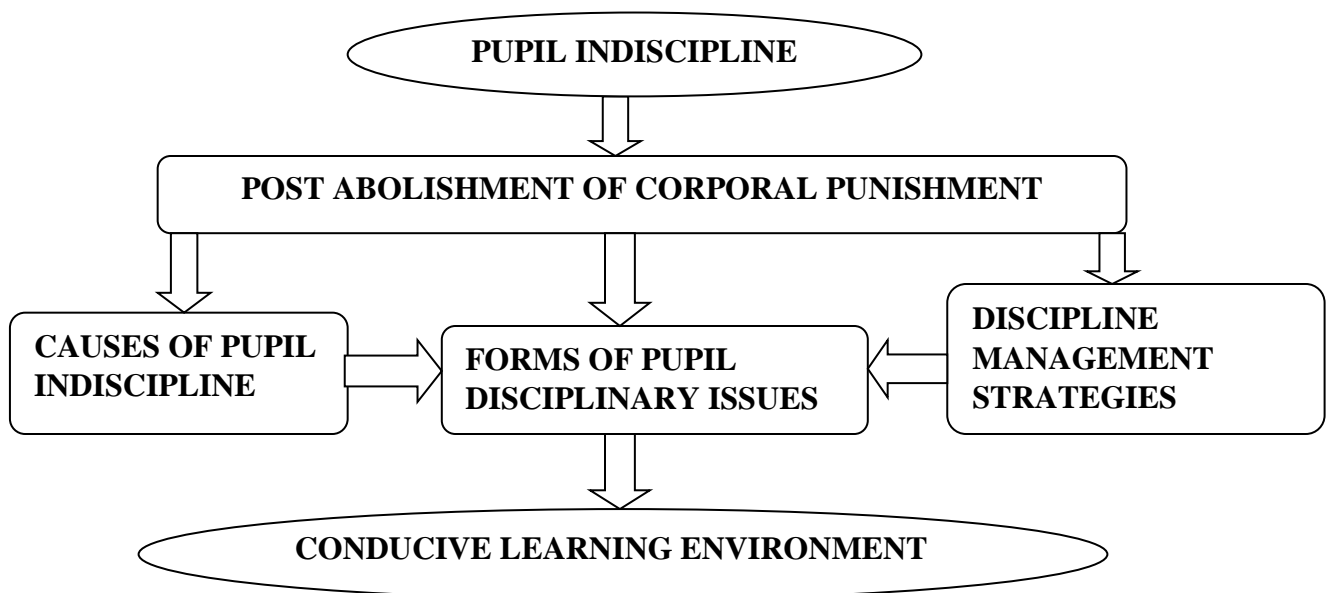
Therefore, these theories complement each other in grounding this study whose sole aim is to examine trends and management strategies of pupil indiscipline, as the former looks at the forms of pupil indiscipline and what causes them while the later focuses on the management of pupil indiscipline by encouraging pupils to take the lead in controlling their misbehaviour in light of

the outlawing of corporal punishment and other pieces of legislature such as promotion of children's rights at school, home and society at large.

### 1.10 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.

This study adopted a conceptual framework based on the fact that trends in pupil indiscipline have been increasing with emerging disciplinary issues in the mix, especially post the abolishment of corporal punishment which has greatly affected school discipline and academic performance (Phiri, 2011). Indiscipline cases in schools are triggered by a number causes and novel non-corporal discipline management strategies must be sought to control pupil indiscipline in schools in order to effectively manage pupil indiscipline and create a conducive learning environment in secondary schools. The illustration in Figure 1 depicts the conceptual framework.



*Figure 1: Conceptual Framework*

*Source: researcher (2019)*

## **1.11 Organisation 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, and the significance of this study, delimitation of the study, theoretical frameworks and conceptual frame work used in this study.

**Chapter two** presents a review of literature related to this study. It explains the concept of discipline and corporal punishment, pupil indiscipline and disciplinary issues, causes of pupil indiscipline and strategies to manage pupil indiscipline. 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 presentation and analysis methods as well as the procedures, credibility and trustworthiness, ethical consideration and limitation of the study.

**Chapter four** is a presentation and of the research findings of this study. The findings are presented using research objectives and questions as well as 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, the recommendations made and suggestion for further study. Thereafter, the chapter is succeeded by references and appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The previous chapter presented the background to the study on trends and management strategies of pupil indiscipline post the abolishment of corporal punishment in Zambian schools. This chapter will review detailed literature related to the study on what other researchers and scholars have written from theses, dissertations, journals and other sources. It presents a comprehensive analysis of major schools of thought on this study. Chireshe (2013) in Tichapondwa (2013) notes that, ‘reviewing of the related literature aims at discussing ideas previously researched by other scholars there by helping the researcher to close the knowledge gap.’ Therefore, reviewing of related literature helps the researcher to link the information related to the topic.

#### **2.2 The concept of discipline and corporal punishment**

##### **2.2.1 The concept of discipline**

Discipline in schools is of great importance as it does not only determine the success of the teaching and learning process but also molds and creates a sense of responsibility in the pupil who later become productive citizens. The Deputy Head teacher in a school setup is responsible for the administration and management of school. His/her responsibility among others is to ensure that the pupils are helped to understand the importance of maintain discipline at all times to enable the smooth running of all spheres of school life.

According to UNESCO (2006) discipline is described as the practice of teaching or training a person to obey rules or a code of behaviour in both short and long term.” Thornberg (2008:37) describes school discipline as strategies that can be used to coordinate, regulate and organise individuals and their activities in the school and put in place procedures, necessary to establish and maintain a safe environment in which quality teaching and learning can take place. From the foregoing understanding of the concept of discipline, we can infer that discipline in a school context implies pupils complying with a code of conduct (school rules) which, among other things, determines the expected standard of schooling, school times, behaviour and ethics (Ndamani, 2008:183).Therefore, school discipline entails more than punishment. Mbiti (2007:83) further adds that discipline as the moral capacity or disposition which when ingrained

in the human capacity, becomes a powerful habit for self control. Discipline guides individuals to make reasonable decisions, have self-direction, responsibility and concern for others (ibid).

Kaplan (1990: 330-31) indicates that the contemporary understanding of the term discipline means a system of arranging conditions for healthy learning and living, as well as preventing problems from arising. It is not just punishing students for inappropriate behavior but the use of strategies by educators to bring about order and stability in classrooms for producing a teaching and learning culture and the smooth functioning of the school (Roos, 2003:486). This view is supported by Musambi (2003) who opines in his study that, good discipline in secondary schools aims at primarily creating and maintaining a good teaching and learning environment resulting in school academic success. The purpose of discipline therefore is; to act as a corrective measure, establish order, encourage self-discipline and accountability, ensure safety of educators and learners, and support, encourage compliance and co-operation among others. It is therefore apparent that education is handicapped without discipline and discipline without education is dead, since the two concepts are closely linked.

### **2.2.2 Corporal punishment**

Lambert (2016) corporal punishment also known as physical punishment is one of the oldest and most common disciplinary method that was used and still being used in certain societies. It can take the form of “hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, etc.); kicking, shaking, or throwing the child, pinching or pulling their hair, forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; burning or scarring the child” observes (Soneson, 2005:6). In schools, corporal punishment was administered on erring pupils by the Head teacher or a senior teacher given the authority to do so. Lambert (2016) further posits that, for thousands of years teachers used it as a form of punishment in response to a child's unacceptable behaviour and inappropriate language until the late 20th century.

Before corporal punishment was banned in Zambia, school children were chastised by the stroke of the cane and sometimes dehumanised with slaps and fists at the hand of teachers. The digging of trenches, ploughing of school fields and cleaning surroundings was also a common form of punishment in those days (Phiri, 2011). Studies in a range of countries have documented high rates of injury related to school corporal punishment. School children in Zambia reported pain,

physical discomfort, nausea, and embarrassment as well as feeling vengeful (Clacherty et al., 2005a). However, after strong activism against the practice worldwide, Zambia abolished corporal punishment in schools in 2003 in line with the United Nations Convention on the Rights of the Child. Although it could be said that public opinion was mainly in support of the abolishment of corporal punishment, some sections of society were against the whole idea. To this date, some sections of society are still advocating that corporal punishment should be re-introduced. It therefore remains one of the most controversial issues as far as managing school discipline is concerned.

One notable stakeholder in Zambian education systems is an organization called, The National Action for Quality Education in Zambia (NAQEZ). This organisation has called on the re-introduction of corporal punishment to help curb the increasing pupil indiscipline cases with new emerging disciplinary issues. The organization notes that, as a Christian nation, Zambia must be guided by biblical principles of correcting children with a rod (Proverbs 23:13). (Zambia Daily Mail, September, 25, 2017). In support of this view, Maree (in Egwuonu 2008: 25) also adds that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioral patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

In addition, advocates of corporal punishment further note that, the cane was cheap but its replacement is not. This is because corporal punishment was quick, time and cost effective but the alternative modes of discipline are high in terms of resources and time. Substantial efforts need to be made to provide teachers with skills to administer a wide range of alternatives. Even the most experienced teachers need them (Jenkins, 1999) However, the researcher holds a contrary view, the re-introduction of corporal punishment in schools may be prone to abuse by those given authority to administer discipline in schools and may lead to increase in pupil indiscipline due to the dynamics of modern day societies. Rather, novel ways which promote self discipline are ideal to curb indiscipline in schools.

On the other hand, critics of corporal punishment argue that the classroom is turned into a battleground where the teacher finds himself /herself in the position of attacking and terrorizing

the innocent, powerless and defenseless students. According to Freire (1990) corporal punishment is dehumanizing to both the student and the teacher where the teacher is the oppressor (subject) and the student is the oppressed (object). Furthermore, according to Ratliff (1980) as quoted by Hunt (2014) in his thesis, 'corporal punishment in schools' observed that corporal punishment in schools was researched and showed that it is ineffective and inhumane and those who have received corporal punishment became aggressive adults, displayed violent behavior and harbored hostility toward the school. This hurt students' self-image, singled out students and damaged them mentally and physically. This study is consistent with a cross-sectional study conducted in Egypt where children who were corporally punished reported that they were also more disobedient, stubborn, verbally aggressive, and likely to lie than children not corporally punished (Youssef et al., 1998).

The ineffectiveness of corporal punishment is also echoed by Robinson et al (2005) in his study, 'Changing beliefs about corporal punishment' opines that, 'if corporal punishment was effective students would not misbehave and there would not be repeated behavioral problems by the same student. Instead some students fear teachers and going to school, have anxiety and or depression, feel helpless, have lower grades, are absent or late a lot, are violent, aggressive, destructive, humiliated and are cruel to animals all because of corporal punishment.' The findings of this study justify the use of alternative modes of disciplining pupils instead of corporal punishment. However, the study by Ntuli (2012) on managing discipline in a post-corporal punishment era environment observed that, principals and educators still find themselves in a predicament in applying contemporary disciplinary measures due to a lack of training or minimal training regarding alternatives to corporal punishment. There is need therefore, to train the educators in non-corporal strategies of managing pupil indiscipline in schools.

Phiri (2011) in his study on assessments of the impact of abolishing degrading punishment on discipline in schools revealed that the abrupt imposition of the ban on corporal punishment without provisions of alternatives and less harmful forms of punishment has led to sudden deteriorating of discipline in secondary schools. The move to abolish corporal punishment in schools was prompted by the importance placed on self-discipline, the belief that the primary responsibility for behavior belongs to the individual. Phiri (2011)'s study on assessments of the impact of abolishing degrading punishment on discipline in schools did not tackle the changes in

pupil indiscipline and how they can be managed and used qualitative method. This left a gap which this study will fill by examining trends in pupil indiscipline and how they can be managed. It also uses mixed methods approach. Furthermore, this study joins other contemporary studies that welcomed the ban of corporal punishment in schools, however, more effort is required to finding effective alternative strategies that will effectively manage the increasing and deteriorating pupil indiscipline in schools as reviewed literature has revealed.

### **2.3 Nature of pupil indiscipline and Disciplinary issues experienced in schools**

Pupil indiscipline in schools has continued to be a menace in Zambian schools and the world over. According to Timothy (2008) pupil indiscipline is unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviors conducive for the teaching and learning process. In other words, pupil indiscipline hampers the smooth running of the school in order to achieve educational objectives with ease. Simply put, indiscipline can be said to be the complete opposite of discipline.

Acts of indiscipline among pupils are increasingly being reported in schools around the world with its symptoms easily noticed unlike the real causes which are subtle. In schools, pupil indiscipline presents itself in various forms that interfere with learner's attempts to grow and achieve set school objectives. This is supported by UNESCO (1998) which reported that unruly classrooms around the world have reached a very alarming proportion with incidences being reported from various places around the world. For instance, in England, Italy, Japan, Russia, Scotland and USA the frequency and increase of certain cases of pupil indiscipline among secondary school pupils have been noted as indicated by 'The Organisation for Economic Co-operation and Development' (OECD, 2009). According to the OECD report, problems of indiscipline in these countries include absenteeism, arriving late at school, skipping class periods, violating dress code, classroom disturbances, cheating, vandalism, theft and inflicting physical injuries on other students. The findings of the OECD report are in line with the study conducted in America by Clarke (2002) which revealed that a number of indiscipline cases which include; violence upon teachers and other students, possession of controlled substances such as alcohol, robbery, engaging in habitual profanity, vulgarity, committing school assault to staff and making terrorist threats against the school authority were being experienced in various schools.

Pupil indiscipline in Malaysian schools was ranked as a major problem among the students. Azizi (2009) notes that some of the problems highlighted in these schools include truancy, assault on fellow students or teachers, verbal abuse, offensive language against teachers and other students, possession of offensive weapons, using illegal drugs, vandalism, deliberate breaching of school rules, drunkenness, stealing, absenteeism, lateness, improper dressing, bullying, hooliganism, sexual harassment, and copying and cheating in examinations. These were the findings of a study conducted on discipline problems published in the *European Journal of Social Science*.

Furthermore, pupil indiscipline has not only caused students to turn on each other but has also made them to be deviant to their teachers. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behavior defeat the goals of education. For instance, schools and colleges in India have become an abode of indiscipline to the extent that examinations have to be conducted with the help of the police (Khanbab, 2010). Other incidences are those recorded in Kenya where according to Kwajo (2011) students had downloaded the pornographic materials onto their mobile phones, and were consequently handed an internal suspension with hard labour. This is also in line with a study conducted in Kenya by Muchiri (1998) in schools in Nairobi province on 'Participatory processes used by Head teachers to enhance discipline in public secondary schools'. The revealed that some of indiscipline commonly experienced in schools as absenteeism, persistent or non completion of work, fighting in school compounds, defiance to school rules, refusal to carry out punishments, smoking, late coming to school truancy and abuse. Other common misbehaviors among students that teachers face are; school work avoidance, lack of punctuality, unnecessary noise, physical abuse of other students, rowdiness which includes bullying, vandalism, alcohol consumption, substance abuse, indecency truancy, lack of willingness to study at home and theft (Kiggundu, 2009), (Simatwa, 2007).

In Nigeria, the situation is more or less the same as Onyechi et al. (2007) identified the nature of deviant behaviours exhibited frequently by secondary school such as pupils as walking around in class, noise making, sleeping in class, pinching, aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism and examination malpractice. In Botswana, Mgomezulu, (2013) revealed that the issue of indiscipline in Batswana schools was indeed not narrowing. The report further revealed that acts of

indiscipline were on the increase in terms of frequency and gravity. Several cases such as attacking prefects, learners burning hostels, property vandalism, alcohol and drug consumption, unwillingness to do homework, among others were reported. However, in all these studies, what comes out as prominent is the state of pupil indiscipline being experienced in schools without the focus on the trends and causes of pupil indiscipline which this study aims at bringing out so that novel ways of dealing with the changes in pupil indiscipline are brought to the fore.

In Zambia, a study conducted by Phiri (2011), in which he assessed the impact of abolishing degrading punishment on discipline and the nature and causes of indiscipline revealed that there has been an increase of pupil indiscipline in secondary school from the time corporal punishment was abolished in schools in Zambia. There have been incidents of learners engaged in truancy, noisemaking, beer drinking, drug abuse, stealing, fighting, bullying, improper dressing, impoliteness among other vices. For instance, a case of bullying and fighting was reported at Chengelo Mission School in Mkushi district of Zambia in the last quarter of 2017 where learners were captured on camera bullying their fellow learner (Times of Zambia, 9 Oct 2017). Phiri's (2011) study left a gap as it just showed that indiscipline has increased and only attributing it to the ban on corporal punishment. It also used qualitative research approach. This study goes further to examine the changes in pupil indiscipline and the strategies to manage these changes.

In addition, Hamalengo (2016) seems to agree with Phiri (2011) study above. In her study her study on 'Managing indiscipline cases in government and mission schools' revealed that indiscipline has continued in schools despite various interventions. She indicated that the forms of pupil indiscipline in schools include; vandalism, rioting, bullying, smoking, drug abuse, aggressiveness, drunkenness, stealing, pilfering of school material among other vices. Her study only focused on the prevalence of pupil indiscipline in schools with focus on government and mission schools and the fact that it is increasing. Her study did not focus on the changes in pupil indiscipline and the corresponding management strategies the changes is pupil misbehaviour in order to achieve a conducive learning environment. Another study conducted by Bedding (2006) on the relationship between single parenting and indiscipline among teenage pupils in schools also revealed similar acts of indiscipline as those noted in Hamalengo's study. This study also left a gap which this study aims at filling as it only focused on indiscipline in relation to single

parenting and teenage pupil and not on the trends of pupil indiscipline trends and management strategies.

From the above studies conducted in Zambia and other parts of the world, it is evident that several forms of indiscipline acts pervade through every corner of a secondary schools among the pupils. It has been established that students engage in unaccepted behaviors in schools due to a variety of reasons (Lloyd & Judith 1997). Some pupil misbehaviour occurs within the classroom, some within the school premises, while some others are carried out outside the school premises. Lewis (1991) as quoted by Morongwa (2010: 11) observed that three types of misbehavior which is regarded as disciplinary problems for the educator in the classroom include: misbehaviors that inhibit the learner's own learning, misbehaviors by one learner which is destructive to the learning of others and misbehaviors which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviors can be committed intentionally or unintentionally and has the potential to negatively impact on the morale of the pupil himself/herself.

According to Charles (2002:5), thirty years ago, the vast majority of schools were barely touched by serious learner misbehavior. Occasionally one would hear of learners being expelled for violations of dress code, but rarely for violent behaviour, whereas today, it is a common occurrence in schools, even in the best neighborhoods that remain free from aggressive, sometimes experience criminal behaviors by learners. "A few years ago, it was unthinkable to bring a weapon into school. Suddenly learners began bringing weapons in such numbers that schools had to implement stringent measures of weapon detection and confiscation" (Ibid). "Learners verbally assault educators regularly. They steal, cheat, lie, and vandalize school property, violate the dress code, writing graffiti on school property, use cell phones in class and watching pornography, and keep iPod earphones dangling from their ears", adds Flannery (2005:22). From the foregoing literature, the condition of pupil indiscipline has been showing a trend of increasing as well as moving from simple breaches of good manners such as slamming a door in someone's face to disrespecting school rule, and involving serious injury punishable in a court of law as earlier allude to (Kuntz, 2010). This has raised concerns about safety at schools and in classroom environments.

From the foregoing studies, there is enough evidence that disciplinary problems experienced in schools are almost the same but only differ in the intensity with which they occur and may differ from school to school. It is worth mentioning here that, societies have also been evolving such that we now find ourselves in an era where there is a breakdown in family structures and basic social values. Current research, media coverage and informal conversations with professional educators seem to suggest that pupil misconduct in schools is becoming an increasing concern and ranks as a major problem educators face today.

There is need for serious and workable novel interventions especially from schools and society in order to instill discipline in pupils. Charles (2011) also intimates that educators must focus less on punishment rather discuss behavior problem with offenders to enable them gain self-discipline and help them feel safe and valued. Naong (2007:289) also adds that, educators who previously relied on corporal punishment now have to develop alternative methods of coping with indiscipline problems even though they feel disempowered by the outlawing of corporal punishment. Schools must work hand in hand with society where children come from. This is supported by the views of Ndamani (2008:182) who notes that learner indiscipline starts at home. Owing to the challenges faced by educators when implementing alternative strategies to school indiscipline, discipline in many schools is still a menace. The researcher therefore agrees with Mbiti (2007) who opines in his study that the modern schemes of discipline should put great emphasis on teaching students good conduct and be proactive rather than reactive.

#### **2.4 Causes of pupil indiscipline**

Schools have been grappling with pupil indiscipline for many years. The causes of pupil indiscipline are many and varied. Therefore, literature under this theme will be reviewed from the three main causes namely; the learners, the communities they hail from and the schools (Rhalmi, 2010). It is believed that the interplay of these three dimensions can lead to disciplined pupils or indisciplined pupils. Pupils come to school from homes which are part of the large community. Therefore, communities are the frontliners of pupil discipline. As long as communities do not inculcate discipline in the children, there is very little schools can do. The following are some of the causes of pupil indiscipline in schools.

### **2.4.1 Causes of indiscipline from the pupils**

According to Ekpo (1995) discipline requires self control, restraint and willingness to comply with rules and regulations of the school. Indiscipline therefore is a 'plague' in schools that can destroy the very fabric of the school organization and eliminate training of the mind and character for the productive and orderly behavior in an individual. This is also in line with the Glasser choice theory which is premised on the view that behaviour is influenced by internal forces in an individual.

According to Allen et al (2005:76) peer pressure is believed to be one of the leading causes of pupil indiscipline. They describe peer pressure as an influence exerted by a peer group to encouraging an individual to change his or her attitudes, values, or behaviour in order to conform to group norms. According to their findings, peer pressure affects all age groups in society, but more strong with the young children. However, according to Sian & Egwuegbu (1980) the need to belong and identify oneself with a peer group is the most important determinant of the adolescent's self-image and behaviour. Peer pressure influence may lead the pupils to form a kind of culture within a group that maybe antisocial. This leads to violating of personal values. Pupils who are socially isolated, rejected or labeled by others are considerably more likely to have problems, they may feel discouraged. Hence, in trying to find company, they tend to behave in a way that seeks attention, revenge, escape and withdrawal (Balson, 1998). The sense of belonging to a particular group is important to the individual as they feel accepted to that particular group.

Furthermore, according to Akinboye (1987) adolescents have a lot of problems of getting adjusted to moral codes, rules of the society and authority because a lot of inconsistencies become noticeable even among the peers in terms of what they hold as sacred; they riot, engage in examination malpractice, some peers may like to have uncontrolled sexual affairs while others may not want to do so. There is a common notion that today many of our females in the senior secondary schools in an attempt to cater for their needs engage in prostitution, running after sugar daddies, while boys engage in masturbation, homosexuality, drug abuse, and rape. Other students in our secondary schools are now believed to form themselves into gangs (mafia groups). This becomes a means whereby the pupils are exposed to harmful vices such as drug use and later become addicted.

A study conducted in Ireland by National Teachers' Organisation (NTO) (2000) on school indiscipline revealed that indiscipline problems were caused by; lack of discipline in pupils' homes, lack of self-discipline in pupils themselves, the influence of television, video and the internet, different attitudes to discipline between home and school, large classes, lack of effective sanctions, lack of parental support and involvement in matters of discipline, lack of in-service training on school discipline behavior for teachers and inconsistency among the teaching staff in relation to discipline and lack of enough physical space in the school.

Furthermore, according to Levin and Nolan (1996) the media is one leading cause of the prevalence of pupil indiscipline in schools. Electronic media such as the television and internet have shown great influence on opinions, attitudes, customs and behaviours of pupils. In their report, they said that most of the pupils imitate what they watch from the media and this has compromised with their way of differentiating between right and wrong. Often times, they put into practice what they watch, for instance boxing, wrestling, indecent dress code and unacceptable haircuts. Several pupils watch movies which depict immoral behaviour, thereafter tend to indulge themselves in vices such as prostitution, drug abuse and others. Curwin and Mendler (2000) in their 'Reporting on a review of decades of research concerning television and youth' revealed that, children will have viewed approximately 18,000 acts of television violence by the time they enter adolescence. These views are also consistent with the Albert Bandura social learning theory (1977) which opines that human behaviour is learnt observationally, through modeling, imitation and reproduction of behaviours of others.

Drug and alcohol abuse is also another problem that could lead pupils to engage in indiscipline behaviours. Availability of cheap drugs is believed to be one of the factors that lead to the abuse of drugs such as alcohol, marijuana, which impairs physical and mental health, and controls the central nervous system (Danuma, 2013). As a result pupils become prone to violence as they fail to control themselves. They also develop stress, fatigue, anxiety, which may lead to bad vices including; bullying, beating up their teachers, insolence, rude, missing classes, rape them or even kill their colleagues among others (Siringi, 2003). This may lead to poor academic performance (ibid, 2003). Pupils must realize their learning potential for their own good and the good of

society. This is echoed by MOE (1996) which states that, 'education is a right for each individual, and a means of enhancing the well-being and quality of life for the entire society'.

The other cause of pupil indiscipline is over emphasis on Human rights particularly children's rights by the government and other stakeholders such as NGOs and pressure groups. As much as the children's rights must be upheld, they should not infringe on the rights of other. But what is seen nowadays is that children tend to abuse their rights which lead to pupil misbehavior. This view is in line with Rossouw (2003) who asserts that over emphasis placed on children's rights is one of the factors that causes indiscipline among pupils in schools. Teachers are afraid of correcting the pupils for fear of victimization. Similarly, parents are finding it difficult to control their own children accordingly due to human rights awareness. In some cases, when parents try to punish their children in the process of correcting them, they react and act in a disrespectful manner.

#### **2.4.2 Causes of Indiscipline from the community (homes)**

According to Levin and Nolan (1996) discipline problems in schools reflect the problems that face society. Therefore, as problems of drug abuse, crime, violence and physical abuse increase in society, so will the discipline problems in schools. It follows as such that; some factors that contribute to discipline problems are beyond the school's control (Bayh, 1978).

One major cause of pupil indiscipline is lack of parental involvement and support in the education system (Koenig, 2008:2). Pupils in secondary school are in constant touch with their homes and society. This exposes them to many negative factors that may influence them to misbehave (Ikambili, 2003). Parents are reluctant to take an active role in the education of their children and have a tendency of shifting their role of instilling good morals in their children to the educators every time cases of indiscipline are reported in the media. They do not provide educators with solutions or possible ways of handling pupil indiscipline (Githiari, 2001). Educators on the other hand attribute pupil indiscipline to the decline in family and societal values which make their work even more difficulty. This has caused problems for the educators as they need parental support in dealing with disciplinary problems (Ndamani 2008:177).

It is evident that parents who play little or no role in their children's homework or ensuring regular school attendance contribute to the poor performance of their children in the classroom (Singh, Mbokodi and Msila 2004:301). Therefore, schools must allow and engage parents as partners in education by giving them an opportunity to voice their opinions, concerns and views in a co-equal relationship with educator's notes (Lemmer and van Wyk 2004:184). A case in point in Zambia is 'Open day events' where parents in the presence of their children discuss academic performance and behavior issues relating to their children with educators. This is one clear example of parental involvement.

A study by Bedding (2006) conducted in Zambia revealed that poverty was one of the major factors contributing to indiscipline among single parented children. The study further reveals that both boys and girls under such conditions gave teachers a lot of problems. Coombs (2000) affirms that home background influences one's life which in turn influences their behaviour. In line with these studies, Simata (1993) attributed social economic factors such as parental occupation and family size, emotional factors such as family disruption and family tension at home to affect pupils' behaviour. There is therefore a significant relationship between indiscipline among pupils and the home. In addition, NTO (2000) also indicated that the most frequently recurring causes of indiscipline in schools are home related issues. This finding is consistent with Datta (1984) who posits that a broken home can be a breeding ground of children's indiscipline. Rejection and broken homes in form of separation, divorce, desertion and death of parents or denial of advantages or privileges, punishment, threats and poor socioeconomic conditions affect the social adjustment and behaviour of the children. This is an indication that most of the children who misbehave have their backgrounds full of problems relating to home background.

Furthermore, some government policies are believed to be a source of indiscipline behavior among secondary school pupils. One such policy is the re-entry policy which allows school girls who fall pregnant to continue with their education after delivery. The good intentions of this policy have been abused as school girls engage in sexual relations without any fear as they know too well that they will be given another chance to continue with their education at the level they withdraw from. Mulenga (2015) asserts that, 'the re-entry policy is becoming a controversial issue as statistics of girls falling pregnant after re-entry into school is rising. Another notable

example is the late coming policy where the government have allowed teacher to allow pupils who come late to school to learn as it was their right not to be denied education.

The home environment where pupils live maybe a source of indiscipline rather than from schools (Rossouw, 2003). Problems such as promiscuity, poor housing units densely populated areas and other forms of misbehaviour effect the children's social environment. These vices may cause anxiety, depression and irritability in parents. Thus, the parent's distress may lead them into being less affectionate and supportive to their children. As a result, parents may discipline their children inconsistently and arbitrary with physical punishment and authoritarian commands, or may ignore good behaviour and pay attention only to misbehavior. The result of such actions in the children is depression and having trouble getting along with peers due to lack of self-confidence that leads them into anti-social acts. This view is consistent with Ezewu (1994) who adds that most social problems in our schools today have their roots in society and are transferred to the school by both the pupils and teachers.

Another source of pupil indiscipline is attributed to shanty compounds which are always densely populated. Pupils coming from these compounds are at a high risk of being influenced to act irresponsibly because of what is happening in their communities. Pupils are exposed to drug abuse, fighting, beer drinking, being disrespectful to elders, violence, wandering and stealing in these communities. They see these vices on regular basis and they imitate them. According to Selby (2008), acts of indiscipline seem to have become a normal phenomenon in our everyday life. To some people, acts of indiscipline are a sign of modernity, fashion or masculinity. He further adds that, "if one grows without learning to behave or be disciplined, one tends to adopt any bad acts in any environment he or she finds himself or herself (Ibid)." For instance, if one learns or imitates the act of not keeping the environment clean, he/she will surely not find it a problem to litter the environment wherever he/she finds him or herself (ibid)."

### **2.4.3 Causes of indiscipline acts in schools**

Indiscipline is a fact of school life with which teachers to a greater or lesser degree will have to cope (Tattum, 1989). Teachers have a greater role to play in creating and maintaining a safe and productive learning environment. According to Griffins (1994), the major cause of pupil indiscipline in schools is lack of administrative potentials. He argues that, having done Bachelor

of Education, teachers acquire insufficient vision on better ways of running schools. Hence after qualifying as teachers, they end up being posted to poor schools with equally poor management and if they rise to become head teachers themselves, it is virtually inevitable that they will replicate the only sort of school's management they have ever seen.

Furthermore, Wachtel (2004) observes that schools have no control over certain causes of pupil indiscipline. He observed that loss of connectedness between the school and community in modern society is largely responsible for the dramatic increase in negative behaviour among young people. Therefore, communities and schools must work together as partners in trying to ameliorate pupil misbehaviour both at school and at home where pupils come from.

A study conducted by Wangari (1986) on discipline problems affecting secondary schools in Thika revealed that inadequate facilities could be a source of students' indiscipline. When pupils lack enough books, congested dormitories, inadequate teachers, incompetent teachers especially in subjects like Mathematics, English language and Science, they are likely to turn unruly and may even cause damage to school property.

Another factor that contributes to pupil indiscipline in schools is overcrowding in classrooms. A number of disciplinary issues arise in such an environment such as; fights, theft and insults as pupils struggle over the limited space. In such instances, some teachers get frustrated and do not perform to their expectations. However, school head teachers must make sure teachers do their best by creating orderliness in their classrooms. Eshiwani (1993:124) affirms that, 'the head teacher is responsible for the overall running and control of the school.

Poor relationships between educators and learners will also leads to an escalation of disciplinary problems which, in turn, will impact negatively on learner performance. Educators should first understand that learners are unique beings; with various capabilities, skills, behavioural problems and backgrounds. Therefore, educators should treat them as such to create mutual relationships built on mutual trust. In a classroom situation there must be a positive rapport between educators and learners so that effective teaching and learning can take place (Mtsweni 2008:35). The researcher further indicates that educator-learner relationship should be characterized by caring; and a positive school climate which manifest itself in listening, critical questioning, openness

and a feeling of being cared for. This will in turn result in improved behaviour, self confidence, reduction of absenteeism, reduced dropout rates and good performance.

Furthermore, dictatorial tendencies by some school managers may also be a source of problems. Poor leadership and discipline management in schools by school administrators and teachers is another factor that cause indiscipline in schools. Bennars et al (1994:50) opine that, ‘Autocratic leaders usually demand unquestionable obedience from everyone within an organization. The members have no say in matters that affect their welfare. Any head teacher who dictates to staff members is seen as an autocratic leader.’ Autocratic leadership creates fear, destroys initiative and creativity, high staff turnover, resistance and breakdown of discipline (Ngaroga, 1996). Consequently, teachers become less concerned with instilling appropriate discipline in pupils. On the other hand, a laissez faire type of leadership in the school head teacher creates a culture of indiscipline to develop in the school. The appropriate description of such a culture is that there is indiscipline among the members of staff and the pupils. Teachers may engage in acts such as report late, neglect teaching, engage in public dissent (with pupils watching), and come drunk for work. When such are prevalent in the school, it is obvious that the pupils would not exhibit better discipline.

A good school teacher bears a striking resemblance to a good parent (Kombi, 2001). They are supposed to be pupils’ role models, and they emulate them. Hence, among the qualities of a good parent a school teacher must exhibit, is that of modeling behavioural character of the pupil so as to lead a good life. Teachers should avoid discriminating pupils to avoid negative feelings being created among them. Some behaviours exhibited by teachers have contributed greatly to pupil indiscipline. This could be in terms of dressing and the language they use. Thus, school administrators and members of staff should always set a good example for the pupils to emulate.

The knowledge about the factors that lead to disciplinary problems in schools is of great importance as it does not only help to find appropriate solutions to pupil indiscipline but also builds a good character in pupils and helps the teaching and learning in school to be effective. Lochan (2010) in his study associated factors leading to pupil indiscipline as that of peer pressure, community influence, lack of positive role models, the re-entry policy, human rights awareness, drug abuse, the media, poor class management and home influence.

## **2.5 Discipline management strategies post abolishment of corporal punishment**

Managing pupil discipline is one of the core duties in schools in their quest to provide quality education. Educators as professionals are responsible for managing discipline both within the classroom and outside the classroom (Blandford, 1998:1). Effective management of discipline does not just happen; it requires consultation, planning, commitment, and constant review and evaluation. This author also maintains that a shared understanding of education management will enable schools to design, implement and review a discipline policy that works within the school and reflects the needs of learners, educators, support agencies and the community. An educator's inability to control a learner or class prevents the process of education and learning from happening. Blandford (1998:61) further states that the ability to maintain an orderly, disciplined classroom environment is essential if teaching and learning are to occur.

According to UNESCO (2006), discipline should be managed 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 discipline management strategies that are non-corporal which schools must employ to manage pupil indiscipline must also be in line with the children's rights instrument which was adopted on the 20th November 1989 and ratified on 2nd of December, 2003, UNESCO (2006). Furthermore, Tattum (1989) opines that there should be different ways of dealing with offenders since the nature of offences vary. Therefore, appropriate disciplinary measures must be used which are aimed at correction rather than retribution. Teachers should also play the role of both friend and advisors to pupils while at the same time as disciplinarians to those pupils whose behaviour is a source of great concern (Tattum, 1989). New and novel ways of managing indiscipline in schools require fresh and positive views on discipline. Literature reviewed focused on some of the many alternative strategies to corporal punishment which could be used to manage pupil indiscipline in schools.

According to a study conducted in Kenya by Ndembu (2013) revealed among other strategies; counselling, improving extra-curricular activities, delegating responsibilities to students, rewarding of disciplined pupils, empowering students body sending for parents of offending students.

## **Guidance and counselling**

Guidance and counseling is regarded as the purposeful understanding and assistance given to the pupils so as to enable them handle their own problems (Kilonzo, 1980). Counseling is seen as a helping process which depends on the development of a relationship between two people which is sufficiently supportive to enable one of these people, the client in this case the pupil, to explore ways of coping. Guidance should provide experiences that will help students to understand themselves. The fact that most secondary school pupils are in the adolescent stage, guidance and counseling is needed to help them control behaviour. In managing discipline, studies have shown that the suitability of discipline to be applied on offending pupils is dependent on the offence. This is echoed by Griffins (1996) whose views were that, a grave offence is dealt with through counseling as opposed to corporal punishment. He further notes that suspension should rarely be used to deal with disruptive behaviour. His views are in line with the views of Ayeyiko (1988) who indicates that counselling as a discipline management strategy enables offenders to get to the roots of the problem through interrogations and gives liberty to pupils to express themselves and realise the dangers of their disobedience. This view is also in line with the Glasser theory used in this study as it emphasizes that pupils have a choice relating to the way they behave. Based on intrinsic motivation and through counselling they are able to make a choice to reform their behaviours to what is expected in the school.

Counselling is also recognized as a strategy that can be used to manage pupil indiscipline in the Zambian education system as recommended in the Education Act of 2011 Article 30, as an essential component of learner welfare at all levels of the education system. This is also in line with a study conducted by Soneson (2005) in Southern, Lusaka and Copper belt provinces of Zambia which revealed that pupils would rather have their teachers talk and advise offenders rather than use 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 counseling which showed that the schools with guidance and counseling programmes were seen to be effective in that there was a great change in pupils' behavior.

Furthermore, in a study conducted in Kenya by Ayeyiko (1988) on the suitable disciplinary method showed that; 52% of teachers preferred counseling as a suitable method which is generally applicable to the secondary school pupils for both genders. Teachers expressed their

views by noting that counseling makes students feel closer to the teacher and that it enables the offenders establish friendly relations. However, in as much as counseling is preferred as a more suitable method of managing pupil indiscipline, studies have shown that it consumes time and most educators lack the skill of counseling because for some teachers, counseling was not a component of their teacher training. Unlike the social and welfare workers, police and correctional officers who receive grounded training in counseling, little is done in the case of educators yet they have to deal with indiscipline cases, some of them very serious day in day out in schools.

### **Clear guidelines/rules**

Setting up of rules and regulations is one of the most basic and common part of any traditional discipline system (Deaukee, 2010:32). These help to guide pupils and act as a basis for administering corrective measures for behaviours not approved in school. In support of this view, Everton, Emmer & Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Clements & Sova (2000) as cite by Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. Furthermore, rules are stated and the teacher's credibility hinges upon ability to enforce them. It is therefore sensible to keep the formal school rules simple and to reduce their number to a minimum and their purpose clearly explained so that time, effort and authority are not unnecessary expended on injunction and enforcement. Where students are not involved in formulation of school rules, there is lack of ownership resulting in resentment and ultimately open defiance (ibid). Therefore, rules ought to be clear and stated in unequivocal terms together with the reward for good behaviour as well as the punishment to be meted in the event of a breach of any of the rules. Pupils must understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

## **Dialogue**

Dialogue is an avenue that promotes the freedom of speech and encourages pupils to air their views openly and express their grievances without fear of victimization. Pupils must be involved in decision making organs of the school through their representatives elected among themselves. In Zambian schools, school councils have been established alongside the prefecture which has been in existence in order to further enhance pupils' involvement in decision making. A study conducted by Mwiria (1995) on the constraints and challenges to effective school management in Eritrea' revealed that involving students in school administration and decision-making has some positive aspects. This is because students become more responsible when it comes to the use of school property. Early involvement of students in making decisions that affect them is good training for their future and that of their country. Failure to involve students in decision-making has been cited as a cause of students' indiscipline.

## **Modelling behaviour**

Modelling behaviour is another strategy which researchers consider highly effective for managing indiscipline among the students. According to Mendler, Curwin & Mendler (2008) students learn both morals and immoral based on what they see than what they hear. Therefore, part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish importance of academic achievement. Their view is also shared by Field & Fields (2006) who claims that teacher and parental examples are productive methods of guidance and discipline. Sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models. This is also in line with the social learning theory used in this study which encourages role models in society to portray good behaviour as not doing so may lead to learners modeling bad behaviour. Therefore, according to Porteus et al., (2001:38) it is extremely important for educators to model good behaviour.

Furthermore, an educator who is effective at working with learners is herself a living example of good behaviour and caring values. If educators model violence, learners are more likely to adopt violence. If educators model frustration and intolerance, learners are more likely to express themselves with frustration and intolerance. If educators model compassion, patience, and values, learners are more likely to follow those behaviors. For instance, an educator who is most of time absent from work, this behavior may also be learnt by pupil who may opt to be absent

from school especially in the subject that the teacher who is always absent offers. Hyman (1997) also adds that modeling behaviour is a strategy that can be especially helpful for providing students with an example of behaviour to imitate. This view is also further expressed by Hunter (1990:121) who opines that observational learning (learning by observing others do something) is a very powerful way of acquiring attitudes, skills and knowledge. She opines that attitudes, mannerisms, speech patterns and prejudices are learned without any intent to do so, from watching “significant others” display those behaviors. Her point is that when an educator demonstrates respect for the dignity of learners and other school personnel, learners are more apt to acquire that behavior.

### **Parental involvement**

Parental involvement is very cardinal in managing pupil indiscipline in schools. Ndamani (2008:182) postulated that discipline in schools is the responsibility for everyone and not only of the educators. Therefore, it should be a priority for schools to involve parents as much as possible in the education of their children. The researcher also notes that, when parents and educators work together they can produce more effective changes in the learner’s behavior than when either party is grappling with the problem alone. Joubert, De Waal & Rossouw (2004:85) further indicates that it becomes clear that parents to a great extent hold the key to the establishment and upholding of school discipline. Therefore, as a crucially important partner of the educator, the parent should set the basic principles of discipline in the upbringing of the child. The researcher further believes that pupils who come from ill-disciplined families cause the most problems at school. As such, parents need to take responsibility for their children’s conduct, as parenting is not the primary purpose of educators (Le Roux, 2005:7). Parents need to be empowered to be fully and actively involved in the education of their children.

### **Positive teacher-learner relationships**

Positive teacher-learner relationships according to Paul (2006) has the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching – learning situations. Paul (2006) further quoted (Hood & Hood, 2001) that “teachers should be aware of the need for a positive loving relationship if learning is to take place. But, if trust in the relationship between educator and

learner is lacking, the educator is in a position of power instead of authority (Oosthuizen, Wolhuter and du Toit 2003, 463). When looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of indiscipline minimal in the entire school environment, Kruger and Van Schalkwyl (1997) as cited by Paul (2006) observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also supported this when he contended that using humour, friendly greetings and nonverbal supportive behaviour may help improve such relations, but the teachers should avoid humour targeted at the learners (Spaulding, 1992) from Paul (2006).

### **Reinforcement/Rewards**

Rewards and reinforcements strengthen desired behaviour in school. According to Hunter (1990:7) when a behavior is reinforced or rewarded, it is made stronger, which means that its probability or frequency of reoccurring is increased. This view is also based on the operant conditioning of behaviourist B.F skinner (1938) which is based on rewards and punishment to either strengthen desired behaviour or weaken undesirable behaviour. Reinforcements are of two kinds; negative and positive. Negative reinforcement involves learners' avoiding an unpleasant stimulus which results in increasing the frequency of a particular behavior and not reducing it as is true in the case of punishment (Edwards 2000: 49). In addition, Porteus et al., (2001:30) add that there are two ways in which positive reinforcement is used. Firstly, learners who behave in positive ways are positively reinforced and recognised. In this way they are encouraged to repeat this behaviour. Secondly, bad behaviour is prevented. They advise that the educator should carefully observe the "life cycle" of bad behaviour and identify issues that trigger such behaviour and then work towards diverting the bad behavior. The researcher agrees with Porteus (2001:30) in that, once a behavior is rewarded, it will continue. Some pupils in schools have reformed because of their good behavior being reinforced or rewarded. It is imperative for the educators to study the behavior of their pupils in order to help them reform to what is required and acceptable as good behavior in the school.

### **Extinction**

Some studies have observed that when undesired behaviour that was once rewarded is ignored, it tend to be extinct or weakened to the point of disappearing (Edward, 2000:50). Extinction is

particularly effective when desired behaviors are reinforced at the same time. When extinction is combined with reinforcement, educators can expect significant improvement in classroom discipline (Edward, 2000:51). This view is supported by Barbeta et al., (2005:15) who acknowledges that ignoring can be a valuable tool in reducing misbehavior, however she indicates that ignoring teaches learners what not to do, but does not teach them what to do instead. She therefore recommends that ignoring must be used with behaviour-building strategies, such as reinforcement of appropriate behaviors, and teaching replacement behaviors. For instance, bullying can be replaced by care giving by giving such a pupil a responsibility that requires him/her to care for others such prefect. Dreikurs et al., (1982:34) also adds that ignoring the learner's behaviour may bring the desired results; however, he indicates that in some cases the learner continues his efforts. He therefore states that at this point continuing to disregard the learner's behaviour may be inadvisable since it disturbs the class atmosphere or the learning procedure and gives the learner green light to continue with his misbehavior.

### **Punishment**

Schools may also impose punishment in their quest to establish discipline in the school and the common types of punishment that may be used depending on the nature of the offence include;

#### **(i) Lines**

“Lines” is the practice of requiring a learner to write a stated amount of words. This is when a pupil is asked to write an appropriate phrase a certain number of times or an essay of a stated length on a stated subject. For instance, ‘I will not make noise in class.’

#### **(ii) Time-out**

According to Edwards (2000:51) time-out usually takes place in a room away from the regular classroom. The room should be as free of stimuli as possible so that the learners do not find being there preferable to being in the classroom. Learners are usually required to stay in the time-out room for some designated time or until the undesirable behavior is terminated. However, educators often think of time-out as a procedure to allow a learner to calm down, typically by being quiet and disengaging from current stressors (Ryan, Sanders, Katsiyannis & Yell, 2007:60). Ryan et al., (2007:63) note that time-out can be an effective tool but only when used appropriately and advise that time-out is not a place, but instead it is a process whereby all

opportunities to get reinforced are withdrawn. Edwards (2000:51) holds that it is wise to limit the use of time-out as much as possible to avoid traumatizing the learners. Though not commonly practices in Zambian schools due to a number of factors such as classroom space, the researcher agrees with Edwards (2000:51) that time-out should have a limit so as to make the offenders realise their offence and reform. Otherwise prolonging it may either be turned into a free time where play may take place or frustrate the pupils who are supposed to reform.

### (iii) **Withdrawal of privileges**

Withdraw or removal of certain privileges that are valuable to pupils is also a discipline management strategy that educators can employ. When a learner consistently misbehaves, these “privileges” are taken away (Porteus et al., 2001:37). According to Foster (2002), teachers can choose activities that are valuable to the student and then remove them to control misbehaviour. However, Bull and Solily (1996) advises that the pleasant event, which is removed, must be one that a teacher is free to withdraw. For instance, if a Wednesday afternoon is set for sporting activities, those caught in offences will not be caned but will miss the sporting activities for that week. In this way the offender feels punished enough and will therefore not want to repeat the offence (Joubert and Squelch, 2005:55).

### (iv) **Detention**

Punishment for misbehavior may also include detention or suspension. Schools may use detention by keeping children at break or after school. However, this can be difficult since the teacher has to stay behind as well and may seem the teacher is also being punished. Dunhill (1964) considers it a negative punishment especially where a child is kept after school.

### (v) **Suspension**

Suspension may also be used on serious indiscipline cases where the learners is temporarily withdrawing from normal classes. According to studies conducted, It is assigned to a learner as a form of punishment that can last from one day to a number of days during which time the learner cannot attend regular school lessons. The idea behind this strategy is to enable the pupil reform from bad behavior as well as not to influence other pupils to engage in a similar behavior. Historically, this would have meant sending them home, but *in-school suspension* is now also practiced, where the learner is separated from classmates but still taught within the school.

#### (vi) **Expulsion**

Expulsion is generally a last resort in managing pupil indiscipline as it involves permanently removal of the learner from the school. According to Joubert and Squelch (2005:90), expulsion may only be used in the case of very serious offences and only the Head teacher in collaboration with the District Education Board Secretary (DEBS) may expel a learner from a public school in the case of the Zambian education system.

### **2.6 Identification of the Literature gap**

From the fore going literature reviewed, it evident that the focus of this study was not earlier addressed by the studies conducted locally in this area. This is precisely because most of the literature and study findings from foreign countries could not be generalised to the Zambian situation. Furthermore, the aim, objectives, problem statement, and methodology of this study are different from the local studies reviewed. A case in point is the study by Mtonga (2016) who study focused on evaluating alternative modes of corporal punishment which were already known before hand, as she investigated their suitability, challenges faced and how to mitigate the challenges faced in administering these alternatives. Her study was also qualitative using descriptive research design. Another study is that of Hamalengo (2016) who study focused on the prevalence of indiscipline in government and mission schools. Her measures of dealing with pupil indiscipline did not segregate between the corporal and non-corporal, rather she took a general approach. Another similar study is that of Phiri (2011) whose aim was to assess the impact of the abolishment of degrading punishment, especially corporal punishment on discipline. His findings were that the imposition of the ban on corporal punishment without provisions of alternative and less harmful forms of punishment has led to the sudden deterioration of discipline in high schools. His study was also purely qualitative using a case study design.

However, this current study sought to examine the trends and management strategies of pupil indiscipline in the post abolished corporal punishment era in order to answer questions as to how the changes in pupil indiscipline can be managed effectively to create conducive learning environment devoid of disruptions from pupil misbehaviour. The study also used mixed methods particularly concurrent mixed research design. Owing to the forgoing, there is gap in all these

studies that this adequately answered which may not have been answered by these and other studies in the area of pupil indiscipline.

## **2.7 Summary**

This chapter reviewed literature that is related to the subject under study. The main objective of literature review was to sharpen the understanding of the research topic and get abreast with the latest developments from different writings and studies done by others scholars and researchers. The chapter explored the concept of discipline and corporal punishment, and the nature of pupil indiscipline and disciplinary issues. It also assessed the causes of pupil indiscipline and the discipline management strategies post the abolishment of corporal punishment in secondary schools. Lastly, it identified a literature gap from the literature reviewed from earlier studies. The next chapter deals with the Methodology the study adopted.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

The previous chapter presented a diverse review of some of the available literature directly relevant to this study in order to enrich and provide justification. This chapter explains the research procedures and techniques that this study adopted in order to provide solutions to questions raised on which this study was anchored upon. It describes the research design, target population, sample size, sampling techniques, data collection instruments, data collection procedure and data presentation and analysis methods that the study used, validity and reliability and ethical consideration. A chapter summary is given at the end.

#### **3.2 Research Design**

Cooper and Schindler (2011) describe a research design as the blueprint or laying a plan for conducting a study. It can also be understood as a framework within which a given research exercises is to be conducted and the basis for the selection of appropriate research methods to be utilised in investigating a given phenomenon.

The study adopted mixed methods research particularly the concurrent triangulation mixed research design where both qualitative and quantitative approaches were used. In concurrent triangulation mixed research design, qualitative and quantitative data are collected simultaneously and data is analysed separately. However, in the discussion phase the findings are merged or compared. Priority should be equal but can be given to either approach (Rothbauer, 2008).

In this study, qualitative approach was given prominence and in the discussion phase, the findings were merged. This is supported by Creswell (2009) who observes that, despite using both research approaches in one study, usually one strand is given more prominence than the other in a concurrent mixed methods research design. The rationale behind the giving of prominence to qualitative approach than quantitative was to gain deeper insight into trends and management strategies of pupil indiscipline post the abolishment of corporal punishment, from a variety of sources and then support the insights with facts supported by descriptive statistics. Methodological triangulation through the use of multiple methods of data collecting from the

respondents such as interviews, questionnaires and focus group discussions would also help to compliment the weaknesses of in each approach.

This design was considered appropriate for this study as it makes practical use of both induction and deduction to achieve understanding and explanation of the phenomena under study (Johnson and Onwuegbuzie, 2004:14). While qualitative approach was used to describe and analyse people's individual and collective social actions, beliefs, thoughts, experiences and perceptions of the respondents regarding trends and management strategies of pupil indiscipline, quantitative approach provided a systematically investigation of the observable phenomena under study using descriptive statistics or computational techniques (Kombo and Tromp, 2013) and (Tashakkori and Teddlie, 2003). Furthermore, according to Creswell (2009), this strategy in which both qualitative and quantitative data are collected at about the same time enables for the strengths of one method to offset the weaknesses of the other and allow for a cross-validation of the findings within a single study.

### **3.3 Target Population**

According to Kombo and Tromp (2006), population is the totality of individuals from which some sample is drawn. The target population for this study covered all deputy head teachers, parents (PTA representatives), teachers and pupils from 5 centrally located urban secondary schools in Luanshya district. The population for deputy head teachers, guidance and counselling teachers were selected based on their membership in the disciplinary committee for participating schools and at least three years teaching experience which is necessary enough to have exposed them to variety of disciplinary challenges in which they had to use different discipline management strategies to manage various forms of pupil indiscipline. For the parents, they must have been members of the PTA committee for at least two terms of office. The pupil's population involved those that have been at the same school for at least three years and who form part of school governance that are responsible for managing discipline in school such as class monitors, prefects and members of the school council. This population was ideal as it was homogeneous in nature. The secondary schools were categorized as; Boys secondary school (1), Girls secondary school (1) and mixed secondary schools in Luanshya district (3) of which one was a boarding school.

### **3.4 Sample Size**

A sample is defined as the number of units, subjects, objects or items in the sample which determines the precision with which parameters are estimated and hence the accuracy of the inferences made from the sample data to the population, (Mugenda and Mugenda, 2012:288). Therefore, the total sample size for this study was 65 respondents which comprised 5 deputy head teachers, 5 parents (PTA Representatives), 5 guidance and counselling teachers, one from each of the selected secondary schools. 5 teachers and 5 pupils, one from each of the 5 sampled secondary schools making 25 teachers, and 25 pupils respectively.

### **3.5 Sampling Techniques**

Both purposive and simple random samplings were used. . Purposive sampling is a non-probability sampling technique in which the researcher selects the sample based upon his or her judgement about some appropriate characteristics require of the sampled members (Zikmund, 2000). Purposive sampling was used to select schools to participate in the study since all centrally located urban secondary schools were studied. It was further used to select 5 deputy Head teachers, 5 parents (PTA Chairperson), and 5 guidance and counselling teachers. The selection was based on the knowledge that the sampled individuals had similar characteristics by virtue of them being in their respective positions in the schools sampled. Random sampling was used to select 25 teachers and 25 pupils from the five sampled secondary schools. This was done by using teachers' establishment list for each school with the help of the Deputy Head teacher and school class lists for pupils.

The technique for exclusion was based on those who had served at their respective schools for a period of over three years for teachers and on their membership in the disciplinary committee for participating schools. Pupil must have been at the same school for a period of over three years and who form part of school governance that is responsible for managing discipline in school such as class monitors, prefects and members of the school council. This was to ensure that respondents who satisfied this criterion for selection had an equal opportunity to be included in the sample for the study. This is supported by Margaret and Rimmer (1995) who observed that, 'random sampling is a situation of affording each individual an equal opportunity to be included

in the sample for the study.’ The sampling decisions were therefore made for the purpose of obtaining a rich source of information to answer the research questions (Maree, 2010:79).

### **3.6 Data Collection Instruments**

The study used three methods to collect data namely; Interview, questionnaires and focus group discussions. A combination of methods was employed in this study to ensure triangulation.

#### **3.6.1 Interviews**

According to Chilisa and Preece (2005), an interview is a conversation or interaction between the researcher and a research respondent. According to Berg (1989:17) 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. The study used this instrument on Deputy Head teachers because these participants are in charge of discipline in the schools and are chairpersons of the Disciplinary Committee. This instrument was also used on parents (PTA representatives) as these have constant interaction with their fellow parents and shared experiences on their children in the respective schools they represented.

These categories of respondents were believed to have rich information on pupil indiscipline issues in schools and communities respectively. Furthermore, the researcher used this technique due to its flexibility as it contained open ended questions which will allowed him to get complete and detailed understanding of the problem being researched in line with the set objectives of the study. Data was captured through the taking down of notes and use of a recorder which was later transcribed.

#### **3.6.2 Self-administered questionnaires**

This is a research instrument used to gather data which allows measurements for or against a viewpoint. It is a very fast way of obtaining data and has the ability to collect a large amount of information in a reasonably quick space of time. With questionnaires, there is greater uniformity hence greater compatibility in the responses (Orodho, 2009). The questionnaires contained both open-ended and closed questions. These were administered to guidance and counselling teachers and subject teachers in order to collect large amounts of information as they are in close contact

with the learners most of the time and the researcher felt that the use of questionnaires would help him investigate pupil discipline in a more realistic setting and enhance reliability and validity of the findings and conclusion of the study.

### **3.6.3 Focus Group Discussions**

According to Kombo and Tromp (2011), focus group discussion is where a group of people are brought together to discuss a specific topic. In other words, focus group discussion represents an open purposive conversation where the researcher asks questions on a specific topic and then guides the discussion by means of questioning. In this study, focus group discussion was used to collect data from pupils. This data collection method was used as it makes the learners feel relaxed to talk freely and share as much information as possible. It also helped the researcher to collect data which revealed their experiences, feelings, knowledge, perceptions and beliefs on pupil discipline; trends and management strategies after the abolishment of corporal punishment in secondary schools in Zambia. The data from this instrument was also captured through the taking down of notes and use of a recorder which was later be transcribed.

### **3.7 Data Presentation and Analysis**

According to Miles and Huberman (1994), data analysis is a process of systematically searching and arranging the raw data with the aim of increasing ones understanding of the data. In this study, both qualitative and quantitative approaches of data analysis were used.

Quantitative data collected through interviews and focus group discussion was analysed using analytical technique known as thematic analysis. This involved breaking up data into manageable themes, patterns, trends and relationships (Mouton, 2005:108). The aim of this analysis was to understand the various constituting elements of data and categories related topics. Since qualitative research requires logical reasoning, it was thought considerable to use inductive reasoning in organizing data into categories and identifying patterns (White, 2002:82).

After data was collected, it was processed, and a coding scheme was provided based on three categories of school selected for this study, that is, boys' school, girls' school and mixed schools. Thereafter, it was analysed. To start with, data collected was perused in order to indentify relevant information relating to research objectives and questions. Thereafter, a suitable coding system was developed which identified important features of the data that was relevant in

answering the research questions. This involved coding the entire data set, collating all the codes and all relevant data extracts together for analysis at a later stage.

Thereafter, key issues and topics were covered by examining 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 the data and review the viability of each candidate theme. The texts were then re-read and key questions/insights and interpretations were highlighted. This phase involved checking the candidate themes against the data set so as 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 then developed, working out the scope and focus of each theme, and determining the 'story' of each theme. This also involved deciding on an informative name for each theme. The coded materials were placed under the major themes or topics identified. All relevant materials to a certain topic were placed together. A summary report identifying major themes and associations between them was developed focusing on disciplinary issues, causes of pupil indiscipline and discipline management strategies.

Finally the write was done which involved putting together the analytical, narrative and data extracts, and contextualizing the analysis in relation to existing literature and the theories that have informed this study. The findings were presented and narrated using direct quotations (verbatim) from respondents

Quantitative data was collected from self administered questionnaires and analysed descriptively using descriptive statistics which organized data into a data set using scientific package for social sciences (SPSS) and excel. The data set was then used to interpret the findings that were narrated using tables, frequencies, pie charts, graphs and percentages.

The analysed data from the findings under qualitative approach and quantitative approach was presented separately according to respective approaches, using themes that emerged under qualitative approach. However, under the discussion stage, the findings from qualitative approach and quantitative approach were merged according to the research design guiding this study.

### **3.8 Credibility and Trustworthiness**

The study engaged multiple methods of data collection, that is; interviews, focus group discussion and questionnaires which led to trustworthiness. A voice recorder was also used to capture the views of the respondents. This is line with (Berg, 1989).

#### **3.8.1 Credibility**

Methodological data triangulation was used in this study through this study to validate the data. According to Creswell (2012), methodological triangulation involves the use of multiple qualitative and/or quantitative methods to a research study. For instance, the results from interviews and focus group discussion and questionnaires were found to be similar which affirmed the validity of the collected data for the study. It is worth noting that triangulation requires more time to analyse the information yielded by different methods. However, the benefits of triangulation are that; it increases confidence in research data, creates innovative ways of understanding phenomenon under study, provides a more clearer understanding of the problem, reveals unique findings, challenges theories among others. The benefits resulted from the diversity and quantity of data that was utilized for analysis.

Member checking was also used to validate data. Blaikie (2010:86) refers to member checking as a situation where the researcher verify his/her understanding of what has been discussed with those interviewed. This was important for this study as it ensured that important data was present and not missed out. This was done by taking the findings back to the participants of the participating schools for verification. The recordings were also listened to over and over again. In this case, the findings were taken back to deputy head teachers, and PTA members. The respondents confirmed that what was captured was actually said by them.

#### **3.8.2 Trustworthiness**

This is the test to what extent the study had measured whatever was being measured consistently. According to Kothari (2006) the main purpose of trustworthiness is dependability. This was established by capturing all data from interviews on tape recorder and then transcribing it in writing. However, information from the respondents that was not significant to the purpose of this study was eliminated during transcription exercise. However, attempts were made to reproduce the interview scripts with accuracy. Care was taken to avoid biases and asking leading questions which would otherwise comprise the findings.

### **3.9 Ethical consideration**

Blaikie (2010) opines that researchers have a moral and professional obligation to be ethical and objective even when participants are unaware of or unconcerned about moral principles (ethics). The researcher adhered to research ethics by ensuring that the respondents were absolutely clear about their rights to an explanation of the aim, procedures, expectations, consequences and benefits of the research study. They were also informed of the publication possibilities of the findings as well as the right to decline to take part or withdraw at any stage without any penalty to them. The respondents were given confidence to make the decision to act voluntarily. The researcher introduced himself to the respondents, the institution he was coming from and the purpose of the research. He assured the respondents that the data they would avail to him would be made anonymous by mentioning their names and the names of the participating schools to protect their identity. Rather, codes or pseudo names would be used to represent participating schools where necessary as the research was purely for academic purposes. The respondents were also informed that there was no incentive accompanying their participation in the study.

Furthermore, before collecting data, written permission was sought from the Dean Post Graduate Studies in form of an introductory letter addressed to would be research information providers at each of the selected participating schools and institutions like the DEBS office. Permission was also granted by the University of Zambia ethics committee through ethical clearance with reference number 2018-july-001.

### **3.10 Limitations of the study**

Ng'andu (2013) defines limitations as hindrances or problems which a researcher foresees which may impede or be detrimental to the research study. The researcher faced a challenge of prolonged period of collecting data as most schools had some restrictions due to the cholera outbreak. This made the researcher to go beyond the estimated period of data collection from the respondents.

### **3.11 Summary**

The purpose of this chapter was to look into the research methodology. It explained the research design, the target population, population sample as well as the sampling procedure which were used in the study. It also considered research instruments that were used for data collection, processing, analysis and presentation.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Overview

The previous chapter presented a description of the research methodology that was adopted by this study to collect and analyse data in order to help answer research questions raised in this study.

This chapter presents the findings of the study. The purpose of the study was to examine trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia. The objectives that grounded the study were;

- i) To identify forms of pupil disciplinary issues experienced by educators in selected secondary schools in Luanshya district.
- ii) To assess the causes of pupil indiscipline in selected secondary schools in Luanshya district.
- iii) To establish strategies schools employ to manage pupil indiscipline post the abolishment of corporal punishment in selected secondary schools in Luanshya district.

Furthermore, the findings of this study are based on the data collected from interviews, focus group discussions and questionnaires to help answer the research questions raised in this study. Qualitative data was generated from three categories of respondents namely; deputy head teachers, parents (PTA committee representative) and pupils. The 5 deputy head teachers and 5 parents were interviewed individually while the focus group discussion was used on pupils comprising of five focus groups composed of 5 participants in each group of the sampled participating school making a total of 25. All the three categories of respondents yielding qualitative data were 35. The findings were then presented by grouping or categorizing emerging themes from responses given by respondents based on the research objectives. They were also presented in narratives using direct quotations (verbatim) from respondents and tables where necessary. Quantitative data was generated from questionnaires administered to teachers and guidance and counselling teachers. The findings were then presented and analysed descriptively using descriptive statistics to generate tables, frequencies, pie charts, graphs and percentages

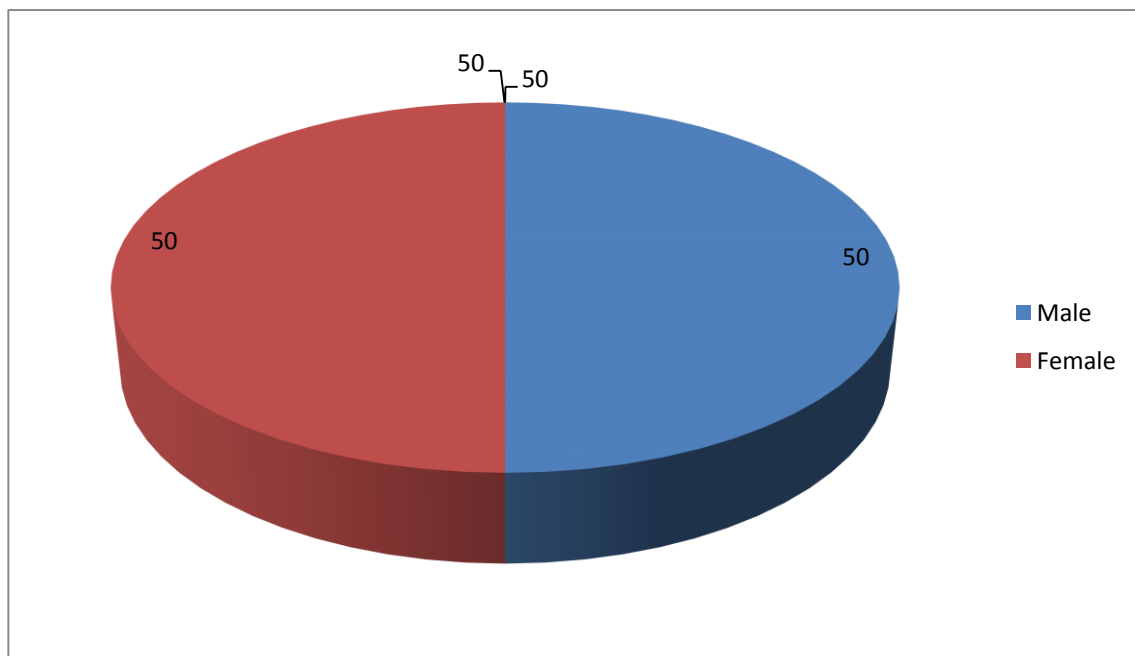
using scientific package for social sciences (SPSS) and excel. These were presented under the categorized themes that emerged from responses given by respondents based on the research objectives.

The findings under qualitative approach and quantitative approach were respectively presented separately in chapter 4, based on the themes that emerged under the qualitative approach. However, at the discussion stage in chapter 5, the findings from qualitative approach and quantitative approach were merged according to the research design guiding this study.

## **4.2 Demographic Characteristics of Respondents (Teachers and Guidance and Counselling Teachers' bio-data)**

### **4.2.1 Gender Distribution of Respondents**

The study sought to establish the gender of respondents. The respondents were asked to indicate their gender. The study used gender to show gender balance on the respondents that were samples to participate in this study. This ensured that the responses from the point of view of each gender gave a balance perspective of the purpose of the study. The pie chart below in figure 2 shows 50% representation from the male respondents and 50% representing female respondents.

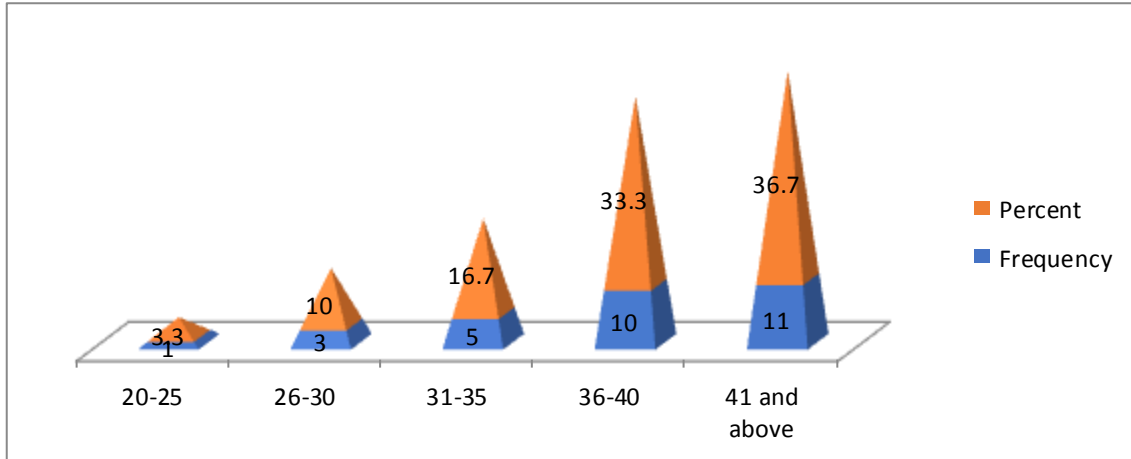


**Figure 2: Gender distribution of respondents**

**Source: field data, 2018**

#### 4.2.2 Age of respondents

This parameter was used in this study to show the age of respondents in figure 3. This was to ensure that the respondents who participated in this study were mature enough to be rational as they had experience in handling pupil indiscipline issues in schools.



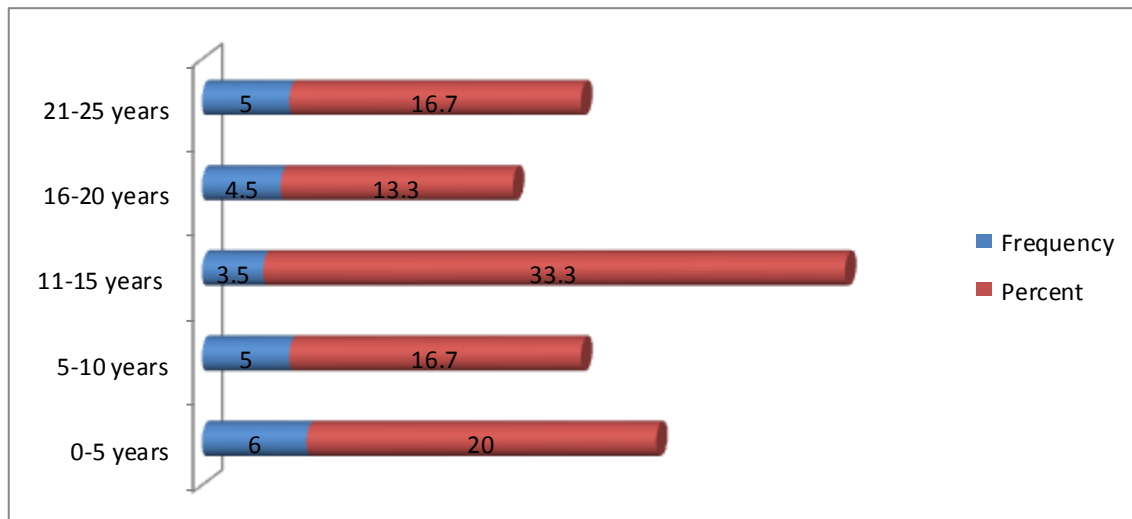
*Figure 3: Age of respondents*

*Source: field data, 2018*

The graph above shows the age of the respondents. 3.3% of them were between the ages 20-25 years old. 10% of the respondents were between the ages of 26-30 while those who were between the ages of 31-35 marked 16.7%. 33.3% of them were between the ages of 36-40 years. Meanwhile, 36.7% of the respondents were between the ages 41 and above an indication that majority of the respondents were mature and rational, able to handle pupil indiscipline in schools without impartiality.

### 4.2.3 Years in Service of Respondents

This parameter was ideal for this study as it was used as an inclusion criterion to sample respondent to participate in this study from the participating schools as shown in figure 4 below.



**Figure 4: Years in service of respondents**

*Source: field data, 2018*

The graph above in figure 4 shows that 20% of respondents had served between the years of 0-5, 16.7% had been in service for 5-10 years, 33% had been in service for 11-15 years. 13.3% had served for 16-20 years and 16.7% of them had served for 21-25 years. This statistics shows that majority of the respondents had served for more than 15 years. This implies that the information given was credible as they had a wide experience on handling pupil indiscipline.

### 4.2.4. Period taught at the current school by Respondents

This parameter was for this study because it was used in the inclusion criterion to sample respondent to participate in this study from the participating schools as shown in table 1 below.

**Table 1: Period taught at the current school by respondents**

Period taught at current school	Frequency	Percentage
0-4	5	16.7
5-10	7	23.3
11-15	17	56.7
16-20	1	3.3
<b>TOTAL</b>	<b>30</b>	<b>100.0</b>

*Source: field data, 2018*

The frequency table above in table 1 shows the length teachers taught at their various participating schools. 56.7% of the respondents had taught between 11-15 years, 23.3% had taught between the years 5-10, 16.7% of them had taught for 0-4 years. Meanwhile, 3.3% had taught between the years 16-20. The years in service were idea for this study as majority of the respondents had served at their various stations for over three years, a threshold that was required to monitor pupil discipline problems.

### **4.3 The Emerging themes**

From the ten individuals interviewed, five focus groups and questionnaires administered the following were the major themes that emerged based on the research objectives; pupil disciplinary issues, causes of pupil indiscipline and discipline management strategies.

#### **4.3.1 Research Findings on Pupil Disciplinary Issues**

The first objective of the study was to identify forms of pupil disciplinary issues experienced by educators in selected secondary schools in Luanshya district. This objective was guided by the research question; *what are the forms of pupil disciplinary issues educators experience in selected secondary schools in Luanshya district?*

Based on the interviews, focus groups and questionnaires administered, the following were the major themes that emerged under pupil disciplinary issues experienced by educators in secondary schools; common discipline problems, emerging discipline problems, awareness of ACP and disciplinary issues associated to awareness of ACP.

##### **4.3.1.1 Common discipline problems**

The common discipline problems identified from the five deputy head teachers and five parents interviewed individually and from all the five pupil focus groups conducted were as follows as depicted in table 2;

*Table 2: Common discipline problem experienced in schools*

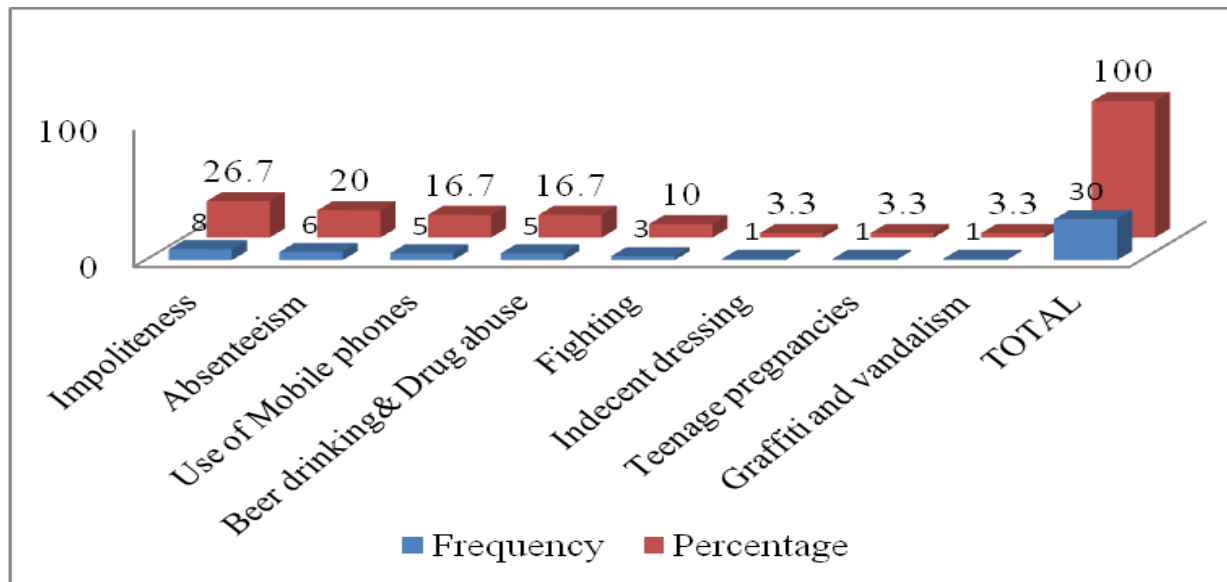
<b>Form of Common Disciplinary Problems</b>	<b>Responses from (5) D/Head teachers</b>	<b>Responses from (5) Parents</b>	<b>Responses from (5) Focus Groups (Pupils)</b>	<b>Total (15) From 3 Categories of Respondents</b>
Beer drinking	5	5	3	<b>13</b>
Using mobile phones	4	5	3	<b>12</b>
Dodging classes	5	5	2	<b>12</b>
Impoliteness	5	5	3	<b>13</b>
Fighting	3	4	3	<b>10</b>
indecent dressing	4	4	3	<b>11</b>
Absenteeism	5	2	5	<b>12</b>
Vulgar language	4	3	4	<b>11</b>
Rudeness	4	4	3	<b>11</b>
Teenage pregnancies	3	3	3	<b>9</b>
Drug abuse	5	5	5	<b>14</b>
stealing	5	3	5	<b>13</b>
pupil gangs	3	4	4	<b>7</b>
Smoking	1	1	5	<b>7</b>
Promiscuity	1	5	3	<b>9</b>
Late coming	4	1	5	<b>10</b>
Bullying	2	3	5	<b>10</b>

*Source: field data, 2018*

The above findings show that drinking, impoliteness, drug abuse and stealing were the highest forms of common disciplinary problems identified by all respondents with a score of 13 each. Use of mobile phones, dodging classes, and absenteeism had 12, indecent dressing, vulgar language and rudeness scored 11. Late coming, bullying and fighting were at the score of 10, while promiscuity and teenage pregnancies were at 9. Pupil gangs and smoking were the least forms of disciplinary problems experienced in secondary schools as identified by the respondents at 7 each. The implication of such findings is that pupil indiscipline is still a persisting problem facing secondary schools and greatly compromise on the delivery of quality education as well as overall management of schools. One deputy head teacher indicated that,

*“We experiencing a lot of absenteeism from pupils coupled with late coming, use of mobile phone, indecent dressing and fighting. You know pupils nowadays do anything because they know a teacher cannot punish them, they are rude and even use vulgar language without any regard to the school authorities”.*

Figure 5 below shows the responses from the questionnaires administered to 30 respondents (teachers and guidance and counselling teachers) on common disciplinary issues they were experiencing in schools;



**Figure 5: Common disciplinary issues**

**Source: field data, 2018**

The findings from figure 5 above show a higher percentage on impoliteness as the most reported form of disciplinary problem experienced by educators in secondary schools at 26.7. Absenteeism was also prominent at 26.7%, while use of mobile phones and beer drinking and drug abuse were ranked at 16.7% respectively. Fighting was at 10% while indecent dressing, teenage pregnancies and graffiti and vandalism were all ranked at 3.3% respectively.

The implication of these findings is that pupil indiscipline was still very prevalent in schools. There is a similarity in the findings between those of teachers and guidance and counselling, and deputy head teachers, parents and pupils especially on impoliteness, use of mobile phones, beer drinking and drug abuse absenteeism as the prominent common disciplinary problems

experienced in secondary schools with little variation on other common disciplinary problems identified.

#### 4.3.1.2 Emerging disciplinary problems

The study established through the responses in table 3 from the deputy head teachers, parents and pupils that there were emerging discipline problems apart from the common ones. The study also revealed that the common discipline problems identified were still being experienced in alongside the emerging ones.

**Table 3: Emerging disciplinary problems**

	<b>Form of Emerging Disciplinary Problems</b>		
<b>Responses from (5) D/Head teachers</b>	<b>Responses from (5) Parents</b>	<b>Responses from (5) Focus Groups (Pupils)</b>	<b>Total (15) From 3 Categories of Respondents</b>
Indecent dressing	Indecent dressing	Indecent dressing	<b>15</b>
Using mobile phones and abuse internet and social media	Abuse of social internet and social media	Using mobile phones	<b>15</b>
Impoliteness	Impoliteness	Impoliteness	<b>15</b>
Pupil gangs	Pupil groups (gangs)	Pupil gangs	<b>15</b>
-	Abuse of drugs and alcohol	Drug abuse and beer drinking	<b>10</b>
	promiscuity	-	<b>5</b>
Examination malpractice	-	-	<b>5</b>
-	-	Watching pornography	<b>5</b>

*Source: field data, 2018*

Table 3 above shows that indecent dressing, use of mobile phones in school, impoliteness and pupil gangs were at 15, indicating that they were among the prominent emerging discipline problems. Pupil gangs and drug abuse were at 10 respectively while examination malpractice and watching pornography had 5 each respectively. These are further qualified by the remarks by one deputy head teacher who indicated that;

*'Pupil indiscipline has increased than before as pupils are more rude and lack good manners to teachers, they abuse internet and social media like facebook and whatsapp, come late to school, cheat in examinations, among others. We have more cases referred to the Guidance and counseling department than before.'*

The above verbatim was also similar to those of one parent who stated that;

*'Pupil behaviour nowadays is very bad, pupils form groups (gangs), promiscuous, abuse drugs and alcohol, dressing indecently, rude and lack respect for teachers and us parents, it is really sad. We never used to behave like this the time we were at school.'*

These findings put a huge challenge to educators as they need proactive strategies to manage emerging pupil indiscipline problems. For instance the implication of indecent dressing by girl pupils would lead the educators to have love affairs with the pupils where as pupil gangs would lead to criminal acts like assault targeted at educators who put more effort to discipline erring pupils.

The findings from the responses of teachers and guidance counselling from the questionnaires administered regarding emerging discipline problems were as follows as shown in table 4 below;

**Table 4: Emerging disciplinary problems**

<b>Emerging Discipline problems</b>	<b>Frequency</b>	<b>Percentage</b>
Use of mobile in school	7	20
Watching pornography on phones in school	7	20
Pupil gangs	6	19
Impoliteness	4	18
Examination malpractice	3	11
Indecent dressing	2	7
Sexual harassment	1	5
<b>TOTAL</b>	<b>30</b>	<b>100</b>

*Source: field data, 2018*

Table 4 above shows that 20% of the respondents indicated the use of mobile phones in class and watching pornography on phone in schools respectively as the prominent emerging disciplinary issues experienced in secondary schools. 19% of the respondents indicated pupil gangs and impoliteness at 18% as being high as well. 11% of the indicated impoliteness, 11% indicated examination malpractice, while 7% of them indicated indecent dressing and 5% of the respondents indicated sexual harassment. These findings indicate that the developments in mobile phone technology have led to emerging of discipline problems. However, the responses from all respondents do not show much disparity.

#### 4.3.1.3 Distribution of respondents' response on the awareness of the abolishment of corporal punishment in Zambian schools.

*Table 5: Response on the awareness of the abolishment of corporal punishment*

<b>Responses</b>	<b>Deputy Head teachers</b>	<b>Parents</b>	<b>Pupils</b>	<b>Total</b>
<b>Yes</b>	5	5	5	<b>15</b>
<b>No</b>	Nil	Nil	Nil	<b>Nil</b>

*Source: field data, 2018*

Table 5 above shows that all categories of respondents strongly agreed (100%) that they were aware of the abolishment of corporal punishment in Zambia schools. This was important as it determined whether certain behaviours exhibited by pupils were as a result of the awareness of the abolishment of corporal punishment and its implication to pupil indiscipline.

The response shown in tables 6 below were obtained from the questionnaires administered to teachers and guidance and counselling teachers;

*Table 6: Response on the awareness of the abolishment of corporal punishment from teachers and guidance and counselling teachers.*

	<b>Teachers and Guidance and Counselling Teachers</b>	
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	30	100
No	Nil	Nil
<b>TOTAL</b>	<b>30</b>	<b>100</b>

*Source: field data, 2018*

Table 6 shows 100% awareness of the abolishment of corporal punishment in Zambian schools and its implications to management of discipline in schools.

#### 4.3.1.4 Disciplinary issues associated to awareness of ACP

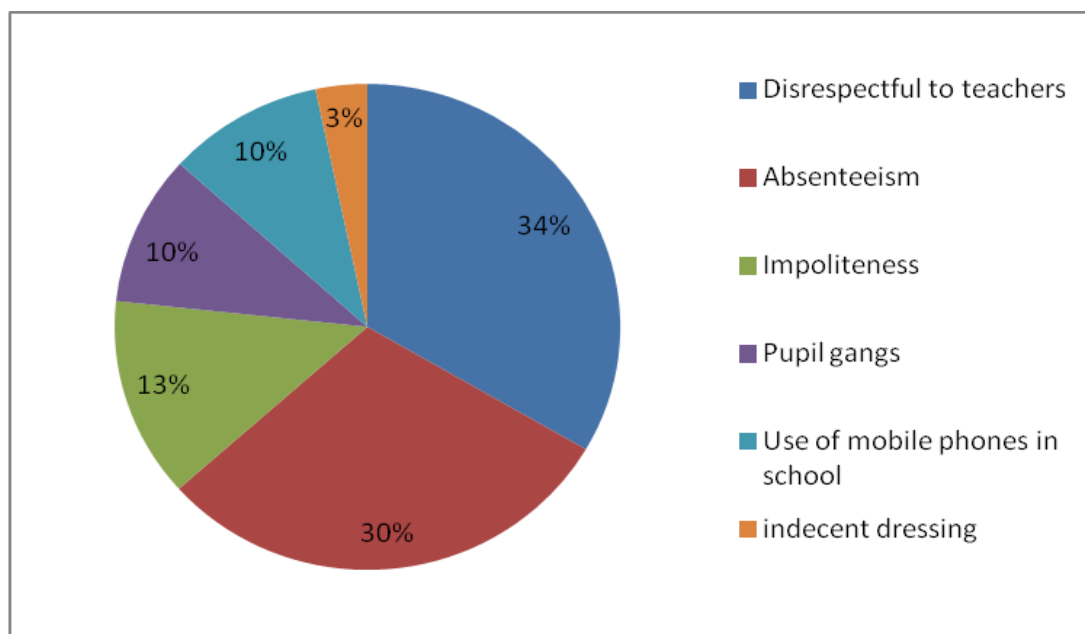
Deputy Head teachers cited truancy, late coming, absenteeism, rudeness and insolence, disrespectful to educators as behaviours associated to the awareness of the ACP by pupils. They however did not view noisemaking Vulgarity, stealing, vandalism, sexual harassment as being associated to ACP.

Parents on their part cited lack of respect for them and teachers, dodging classes, poor dress code, and truancy as some of the behaviours associated with the ACP.

On the part of the pupils, they associated; lack of respect to teachers, absenteeism, poor dress code, vulgar language.

The implication of these findings is that corporal punishment does have an influence on pupil indiscipline.

The findings in figure 6 below was obtained from the questionnaires administered to teachers and guidance and counselling teachers on the disciplinary issues associated to awareness of ACP.



**Figure 6: Disciplinary issues associated to awareness of ACP, Source: field data, 2018**

Figure 6 above shows that 34% of respondents associated disrespectful to teachers and 30% absenteeism to ACP. 13% associated impoliteness while 10% associated use of mobile phones and pupil gangs. Only 3% associated indecent dressing as disciplinary issue associated to ACP. This implies that ACP has an influence on how pupils behave in school as this piece of legislation has provided other ways in which teachers can instill discipline in erring pupils.

#### **4.3.1.5 Summary of findings on research objective 1 (one)**

The above segment looked at the pupil disciplinary issues experienced by educators in selected secondary schools in Luanshya district. The findings were categorized under themes including; common discipline problems, emerging discipline problems, awareness of the abolishment of corporal punishment, and disciplinary issues associated with abolishment to corporal punishment.

#### **4.4.2 Research Findings on causes of Pupil Indiscipline**

The second objective of the study provided the researcher with an opportunity to assess the causes to pupil indiscipline in selected secondary schools in Luanshya district. The study was guided by the research question; *what causes pupil indiscipline in selected secondary schools in Luanshya district?*

The study assessed various causes leading to pupil indiscipline in secondary schools according to the pupils, educators and parents. Therefore, based on the interviews, focus groups and questionnaires administered, the following were the major themes that emerged under causes of pupil indiscipline in secondary schools; causes as indicated by educators, causes as indicated by pupils, causes by the school and causes as indicated by parents (home/community).

##### **4.4.2.1 Findings on causes of pupil indiscipline as indicated by educators**

The deputy head teachers indicated that the causes of pupil indiscipline in schools include; peer pressure, home environment, lack of parental involvement communities where pupils live, abuse of human rights by pupils and technology/the media. One Deputy Head teacher from one of the participating schools added by saying that;

*'Nowadays there are so many factors that lead pupils to misbehave. We try our best to inculcate good morals and behavior in our pupils but the home and communities where they come from defeat our efforts. For instance, a parent may buy an expensive phones for their child and they come with it to school, some pupils are even ever online on facebook where they learn all sorts of things which make them to be indisciplin in school'.*

The following were the responses that were elicited from the questionnaires administered to Teachers and guidance and counseling teachers as presented in a frequency table;

**Table 7: Causes of pupil indiscipline as indicated by educators**

<b>Causes of Pupil Indiscipline</b>	<b>Frequency</b>	<b>Percentage</b>
Peer Pressure	9	30
Drug and Alcohol abuse	6	20
Lack of Parental involvement	4	13.3
Influence of Technology/Media	3	10
Abuse of Human rights	3	10
Poor discipline management in schools	2	6.7
Awareness of ACP	2	6.7
Teachers not enforcing discipline	1	3.3
<b>TOTAL</b>	<b>30</b>	<b>100</b>

*Source: field data, 2018*

As shown in table 7 above, teachers and guidance and counselling teachers indicated that peer pressure was the highest ranked cause of indiscipline representing 30%, followed by drug and alcohol abuse at 20% and lack of parental involvement at 13.3% as the prominent causes of pupil indiscipline in schools. Other causes such as; technology/media and abuse of human rights both were ranked at 10%, while poor discipline management in schools and awareness of the abolishment of corporal punishment at 6.7% respectively. Teachers not enforcing discipline were presented at 3.3%. These results show school based cause such as teachers not enforcing discipline ranked the lowest an indication that it was rare probably due to the teaching profession code of conduct which was enacted under instrument number 1 of 2018 and the coming on board of the Teaching council of Zambia.

#### 4.4.2.2 Findings on causes of pupil indiscipline as indicated by pupils

Table 8 below shows responses from the pupils indicating that the causes of indiscipline amongst themselves included;

*Table 8: Causes of pupil indiscipline as indicated by pupils*

<b>Causes of Pupil Indiscipline</b>	<b>Responses from (5) Focus Groups (Pupils)</b>
Abuse of Children's rights	5
Lack of personal discipline	5
Peer pressure	5
Technology/media (internet and social media abuse)	5
Drug and Alcohol abuse	5
Awareness of the ACP	5
Bad teacher behaviour/incompetence	5
Parental negligence	5
Strict school rules	5

*Source: field data, 2018*

Reacting to the causes of pupil indiscipline as indicated in Table 8 above, one grade eleven pupil had this to say;

*'As young people we are attracted to so many things and always want to be outstanding, as a result we engage in a lot of bad things like drinking beer, abusing social media especially facebook, whatsapp, twitter and other social media platforms. We spend a lot of time on phones chatting and other things. These things lead us to misbehave and not to perform well in school.'*

The findings above imply that Pupils are aware of what leads them to misbehave. Therefore, teachers and parents must exploit the William Glasser theory used in this study to initiate behaviour change within an individual pupil to enable them make choice of a particular behaviour, bearing in mind the consequences attached to that choice.

#### 4.4.2.3 Findings on causes of pupil indiscipline as indicated by parents

Responses from parents interviewed on the causes of pupil indiscipline were indicated on table 9 below;

*Table 9: Causes of pupil indiscipline as indicated by parents*

<b>Causes of Pupil Indiscipline</b>	<b>Responses from (5) Parents</b>
Communities where pupils come from	5
Lack of parental support	5
Peer pressure	5
social media abuse (e.g. facebook, whatsapp)	5
Drug and Alcohol abuse	5
Teachers not adequately enforcing discipline	5
Playfulness	5
Some government policies (e.g. Re-entry policy)	5

*Source: field data, 2018*

The above responses in table 9 were further amplified by one parent who intimated that;

*‘Schools try their best to help pupils to behave well but our children are easily influenced by their friends or they influence their friends. A child may be well behaved at home but you may be surprised to be called by the school that your child was found drinking beer, smoking, fighting and other bad vices. I think the fast changing societies and communities where we live which have all sorts of bad vices are to blame.’*

The implication of the findings above is that parents have a bigger role to play in mitigating the causes of indiscipline in their children. By virtue of all schools being day school except one (boarding school), parents had an opportunity to interact with their children and help them to reform.

#### 4.4.2.4 Summary of findings on research objective 2 (two)

The above segment looked at the causes to pupil indiscipline in schools from the educators, pupils and parents point of view. The results show that all respondents indicated that peer pressure, lack of parental involvement, technology/media, and home environment as the

prominent causes of pupil indiscipline in schools. However, there were variations on the views of respondents regarding other causes that were associated with pupil indiscipline. However fewer parents identified abuse of Human rights and awareness of the abolishment of corporal punishment as causes to pupil indiscipline as compared to the deputy head teachers and teachers who indicated these causes.

#### **4.5.3 Non-corporal strategies schools employ to manage pupil indiscipline**

The third objective of the study endeavored to establish strategies school employ to manage pupil indiscipline post the abolishment of corporal punishment in selected secondary schools in Luanshya district. The study was guided by the research question; *How do schools manage pupil indiscipline post the abolishment of corporal punishment in selected secondary schools in Luanshya district?*

The respondents in this study indicated a number of strategies they were employing to manage pupil indiscipline in their schools. Therefore, based on the interviews, focus groups and questionnaires administered, the following were the major themes that emerged under the strategies schools employ to manage pupil indiscipline in secondary schools. These include; Strategies as indicated by educators, strategies as indicated by pupils and strategies as indicated by parents.

##### **4.5 3.1 Non-corporal strategies to manage pupil indiscipline as indicated by educators**

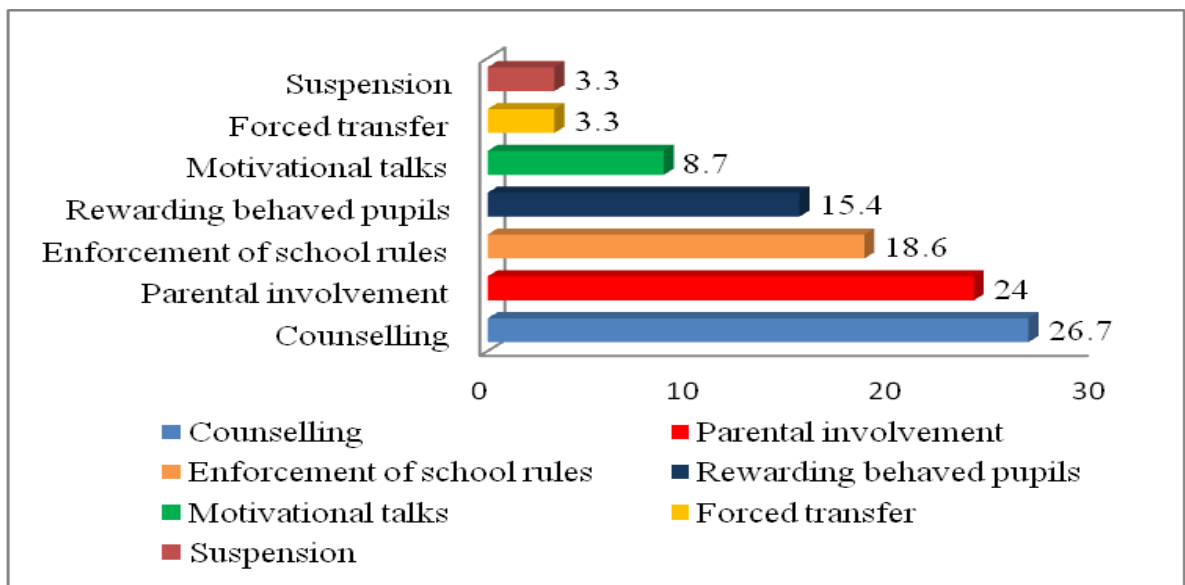
The findings from the interview conducted with the deputy head teachers, the following were the strategies indicated; summoning parents of erring pupils so that they both the educators, regular counseling of erring pupils especially after non-corporal punishment, rewarding well behaved pupils. Home visits, reprimands and verbal warnings, behavior modification, orienting pupils to and enforcing school rules, and in rare cases, suspensions and forced transfers as the last resort meted out to erring pupils for serious offences to serve as an example to would be offenders. One deputy head teachers further added by saying that;

*‘We also encourage our pupil to belong to clubs such as peace clubs and religious groupings such as scripture union to help inculcate good morals in pupils as a way of managing pupil indiscipline.’*

Another deputy head teachers had this to say;

*‘non-corporal strategies such as; verbal reprimands, enforcing school rules, home visits, rewarding pupils are commonly employed. However, counselling is widely used despite, requiring a lot of time and skill to administer on erring pupils. The sad part is that most educators lack training in this respect.’*

The questionnaires administered to the teachers and guidance and counselling teachers yielded the following findings in figure 7 below regarding non-corporal strategies schools were employing to manage pupil indiscipline.



**Figure 7: Non-corporal strategies as indicated by educators** Source: field data, 2018

Figure 7 above depicts non-corporal strategies schools are employing to manage pupil indiscipline in schools. 26.7% of the respondents indicated that counselling was the prominent strategy that schools were employing to manage pupil indiscipline followed by parental involvement ranked at 24%, which involved parents or guardians of erring pupils were summoned by school authorities to enable both parties (teachers and parents) discuss the misbehaviour of the affected pupil. Open day events are also part of parental involvement as they

created an opportunity for parents to discuss with the teachers the behavior and academic performance of their child in the presence of the pupil. Enforcement of school rules was ranked at 18.6% while rewarding well behaved pupils was ranked 15.4%. Motivational talks during assembly gatherings and careers' day events was at 8.7% while forced transfers and suspension of erring pupils as a deterrent measure for would be offenders were both ranked at 3.3%.

One deputy head teacher observed that, even though counselling was a preferred non-corporal discipline management strategy, it required skill and it was time consuming both for the teachers and the pupils. Therefore, appropriate time for counselling session had to be allocated to cater for discipline needs of the pupils as sometimes the counselling department was overwhelmed by pupils who needed counselling services.

The results imply that counselling, parental involvement, enforcing school rules, and rewarding well behaved pupils were the most preferred strategies schools were employing to manage pupil indiscipline according to the findings of this study.

#### **4.5.3.2 Non-corporal strategies to manage pupil indiscipline as indicated by pupils**

Table 10 below shows responses from the pupils regarding non corporal strategies schools were employing to manage pupil indiscipline in their respective schools.

*Table 10: Non-corporal strategies as indicated by pupils*

<b>Strategies to manage pupil indiscipline</b>	<b>Responses from (5) Focus Groups (Pupils)</b>
summoning parents of erring pupils	5
Involvement in clubs and extracurricular activities	5
Counselling	5
suspension	5
Obeying school rules	5

*Source: field data, 2018*

Furthermore, one grade 12 school head girl from one of the selected participating school indicated that;

*‘At our school, we are encouraged by our teachers during school assembly gatherings to make it a daily routine to maintain discipline not only at school but also at home and on the streets.*

Another pupil (grade 11) indicated that,

*‘.....at our school, the most well-behaved pupil is rewarded with gifts which makes most of us to try our level best maintain the discipline so that one day we can also receive the gifts our colleagues are receiving for maintaining good behavior.’*

The findings from the pupils in table 10 were not very different from those given by other respondents in this regard. These findings imply that pupils were aware of the outlawing of corporal punishment in schools in Zambia hence they indicated non-corporal discipline management strategies to control behaviour in schools.

#### **4.5 3.3 Non-corporal strategies to manage pupil indiscipline as indicated by parents**

The responses in table 11 from parents show the level of involvement of parents in disciplining erring pupils in schools.

***Table 11: Non-corporal strategies as indicated by parents***

<b>Involvement in pupil indiscipline behaviour</b>	<b>Number of respondents</b>	<b>Percentage</b>
Involved	2	40
Not involved	3	60
<b>TOTAL</b>	<b>5</b>	<b>100</b>

*Source: field data, 2018*

Table 11 above shows that majority of parents (60%) were not fully involved in pupil indiscipline mitigation as they cited; being too busy, they thought it was the teacher’s duty to discipline erring pupils and some pupils were out of control of their parents and they thought schools would help.

On the other hand parents who were involved (40%) in controlling indiscipline in pupils suggested non-corporal strategies such as counseling, parental involvement through ‘open day events’, rewarding well behaved pupils, good behavior by educators, non-corporal punishments like sweeping, picking litter, and suspension as the strategies that would help manage pupil indiscipline in schools. One parent had this to say;

*‘Teachers must counsel the pupils and lead by example through good behavior so that pupil can learn from them. For those pupils who cannot reform, they need to be suspended from school or given forced transfers so that others learn a lesson and stop misbehavior.’*

The above findings imply that parents were not very much involved in managing pupil behaviour right from their homes where pupils come from. Therefore, a strong collaboration between the teachers, parents and the pupils themselves must be established in school and where it exists, it must be strengthened to help reduce pupil misbehaviour to very low levels of occurrence.

However, there were some similarities in the non-corporal strategies suggested by all categories of respondents with counselling being the most strategy preferred.

#### **4.5.3.4 Summary of Findings on Objective 3 (three)**

The above segment presented findings on non-corporal strategies schools employ to manage pupil indiscipline from the educator, pupil and parents’ point of view. These findings indicated that counseling and parental involvement stand out as prominent strategies while suspension and forced transfers were regarded as being the least measures schools employ to manage pupil indiscipline due to the fact that they have a very serious implication on pupil’s academic performance and future livelihood.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview**

The preceding chapter presented research findings on the trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia. The findings were in line with the set objectives and research questions of the study. The first objective of the research was to identify forms of pupil disciplinary issues experienced by educators in selected secondary schools in Luanshya district, the second objective was to assess causes of pupil indiscipline in selected secondary schools in Luanshya district and finally, the third objective was to establish strategies school employ to manage pupil indiscipline post the abolishment of corporal punishment in selected secondary Schools in Luanshya district.

This chapter proceeds with the discussion of key findings presented in chapter four. According to David&Sutton (2004:338), ‘the discussion section should bring together the main research finding and the key elements of the literature review in chapter two and other related studies conducted.’ The discussion of findings was guided by the research objectives outlined in chapter one.

#### **5.2 Variations of disciplinary issues**

The study revealed that pupil disciplinary issues that were experienced by educators in secondary schools were categorised as; common (typical) discipline problems and emerging discipline problems. This was as a result of the trends in pupil indiscipline especially post the abolishment of corporal punishment in Zambian schools. The study also revealed that educators, parents and pupils were all aware of the abolishment of corporal punishment and that some misbehaviours among the pupils in schools today can be attributed to the outlawing of corporal punishment among other causes.

##### **5.2.1 Typical discipline problems**

The general views of the respondents were that typical (common) discipline problems were still prevalent in schools despite efforts to mitigate them. This means that discipline was still a menace in schools. There were also similar responses with little discrepancies from all categories of respondents indicating that the selected secondary schools in Luanshya District of Zambia

experienced common discipline problems such as; absenteeism, fighting, bullying, rudeness, drug abuse, stealing in school and from friends, vandalism, beer drinking, vulgar language and late coming. Interesting to note is that absenteeism and late coming could only be identified from the school, unless parents or guardians were somehow aware or notified. This is because it is difficult for parents to know if their child reported late to school or never reported at all, if they left home in time and the school did not notified the parents about the incident. Furthermore, one deputy headteacher from one of the participating schools had this to say;

*“We are experiencing a lot of absenteeism from pupils coupled with late coming. You know, pupils nowadays do anything they want with little regard to the school authorities because they know a teacher cannot beat or use corporal punishment on them, they even use vulgar language to the teacher in front of their fellow pupils, and it is really unfortunate”.*

The views of the deputy head teachers are in line with what Flannery (2005) noted when he said that, nowadays pupils come late to schools following the abolishing of corporal punishment in schools. Learners verbally assault educators regularly, dodging classes and even use vulgar language to both teachers and their fellow pupils.

From the point of view of the pupils, typical discipline issues they were involved in include; beer drinking, dodging classes, disrespect for teachers and late coming, graffiti, vandalism and drug abuse, rudeness, noise making, substance abuse and use of vulgar language to fellow pupils and teachers as well as teenage pregnancies. The above findings are also corroborating with those of Mugabe and Maposa (2007) who state that common acts of misconduct in Zimbabwean secondary schools include fighting, truancy, bullying, taking drugs and insubordination to teaching staff. These findings also collaborate with the findings of a study conducted by Ifeoma (2012) in Nigerian secondary schools whose purpose was, ‘to find out the common types of indiscipline, its causes and possible solutions.’ The study revealed that the common types of indiscipline in Nigerian secondary schools include vandalism of school property, mass protests, fighting and wearing dirty and wrong clothing contrary to the official school uniform. Other

cases in the study included assaulting and insulting teachers and non-teachers, chewing gums in class and alcohol/drug abuse.

These findings are not very different from what this study revealed from the Zambian school discipline challenges. Similar forms of pupil indiscipline were also experienced in Zambia. However, the Zambian situation has not matured to mass protest, cultism, wearing dirty uniform as was the situation as revealed by the study from Nigerian secondary schools as indicated by Ifeoma (2012). This could be attributed to instilling of Christian values in the pupils at a tender age.

### **5.2.2 Emerging patterns of discipline problems**

The study revealed that there has been an increase in pupil indiscipline in secondary schools with emerging disciplinary problems in the mix having developed or emerged in schools among the pupils. This is consistent with the views of Phiri (2011) who opined in his study that there has been an increase of pupil indiscipline in secondary school from the time corporal punishment was abolished in schools in Zambia. Incidences of learners engaged in truancy, noisemaking, beer drinking, drug abuse, stealing, fighting, bullying, improper dressing, impoliteness among other vices have been noted in schools.

Majority of the categories of respondents indicated that there were emerging pupil disciplinary issues apart from the usual common ones which have also persisted among the pupils. However, only a few of the respondents indicated that they did not experience any new emerging pupil disciplinary issues in their schools apart from the usual common ones. This simply shows that most of the participating schools in this study in Luanshya district of Zambia were experiencing emerging disciplinary issues. These were identified as; impoliteness, indecent dressing (improper school uniform, unacceptable hair cut styles, using make up, reducing uniform sizes especially skirt to small and short and tight pair of trousers), pupil gangs, use of mobile phones in class, watching pornography on phones, sexual harassment, examination malpractice, promiscuity, carrying dangerous weapons to school, smoking (Insunko) by girls, and pupils standing up to fight teachers.

In support of the new emerging pupil disciplinary issues in schools, Lloyd & Judith (1997) opine that, pupils experience a lot of discipline issues because they steal, cheat, lie, and vandalize, use cell phones in class and keep iPod earphones dangling from their ears. In addition, teachers face work avoidance, lack of punctuality, unnecessary noise, physical abuse of other students, rudeness which includes bullying, vandalism, alcohol consumption, substance abuse, truancy, and lack of willingness to study at home and theft.

One pupil from a grade 11 class in one of the selected schools indicated that;

*“most pupils when they reach senior grades feel they are already independent and teachers or school counselors have nothing to tell them as a result they do a lot of bad things like the usage of vulgar language, threatening to beat their teachers, beer drinking, smoking, absconding classes, using cell phones in class and form gangs or groups that bully other pupils”.*

Therefore, the implications of the findings are that, there is enough evidence from the views of the respondents that indiscipline trends among pupils have emerged. Due to changes in the dynamics of societies, it is most likely that other disciplinary issue may emerge in the near future and novel ways from this study must be implemented to manage pupil indiscipline within the legislation outlawing corporal punishment. This will enable school to be managed in prudent way without compromising quality education delivery in schools.

### **5.2.3 Awareness of the abolishment to corporal punishment**

The study revealed that educators, parents and pupils were aware of the abolishment of corporal punishment in schools in Zambia. They were also aware of the implications of the consequences of practicing or being subjected to corporal punishment in the case of the pupils. As a result, educators ensured that they administered their discipline measures within the ambit of the legislation outlawing corporal punishment. There is a danger of abusing this awareness especially by the pupils as it seems to protect them while incriminating on the side of the teachers as the Education Act of 2011 (Zambia) indicates that A teacher or employee who administers corporal punishment commits an offence and is liable, upon conviction, to a fine not exceeding one hundred thousand penalty units or to imprisonment for a period not exceeding one year, or to both.

#### **5.2.4 Indiscipline behaviours associated to awareness of the ACP.**

The study revealed that some pupil indiscipline behaviours were attributed to the awareness of the abolishment of corporal punishment in Zambian schools. This was indicated in the responses of all categories of respondents especially from the responses from teachers and guidance and counselling teachers who ranked disrespectfulness to teachers as the prominent behaviour associated to awareness of ACP followed by absenteeism, impoliteness, pupil gangs, indecent dressing while use of mobile phones in class was ranked the lowest at due to school authorities putting up a rule to confiscate phone for the rest of the term which most pupils detest. These findings are consistent with Kwajo (2011) who opines on use of mobile phones that, ‘majority of the day school pupils nowadays carry their mobile phones to school, which can be a source of great misconduct in schools, among them, viewing pornography and cheating in examinations.

The above findings were amplified by one deputy teacher who openly said during the interview session that,

*“I don’t know if it is the technological development whereby misbehaving has also become a fashion. Pupils drink beer and smoke to their full chest, they use phones in class and when they come to school, they see a teacher to be their enemy. The deputy head teacher further said that it is so disheartening to see our future leaders going on a binge on beer like water.”*

The researcher agrees with respondents who associated the awareness of abolishment of corporal punishment to pupil indiscipline behaviors where pupils can openly challenge and disobey educators, knowing too well that any educators drifting towards corporal punishment in disciplining erring pupils amounts to a criminal offence and may even cost their job. From the foregoing discussion, the objective guiding the theme on disciplinary issues has been achieved as the disciplinary issues educators experience in schools have been identified and confirmed as similar to those being experienced in other countries.

#### **5.3 Causes of pupil indiscipline in schools**

The second objective of this study was to assess the causes of pupil indiscipline in selected secondary schools in Luanshya district. The discussion focused on the educator influenced

causes, pupil influenced causes and parents (home) influenced causes. Studies have shown that several factors from schools, students and the society at large contributed to acts of indiscipline among the students.

### **5.3.1 School related causes to pupil indiscipline**

The study revealed that peer pressure (negative), home environment, technology/media, community, abuse of children's rights, teachers not enforcing discipline as expected, re-entry policy and awareness of the abolishment of corporal punishment were among the outstanding causes of pupil indiscipline in schools. Deputy head teachers also indicated that peer pressure, home background, communities where pupils live, overcrowding in class, lack of home supervision and a measure was put that once homework was done, the parents should sign to show that they took part in helping their child with school work, abuse of children's right by pupils and technology/media were the leading factors that were attributed to pupil indiscipline.

The findings on peer pressure were consistent with the study of Karanja and Bowen (2012) who opine that negative peer pressure was the leading cause of unrest, followed by the media and drug abuse. Their views were also in line with the finding of Mwangi (2016) whose study revealed that peer pressure had a great impact on school discipline since friends in the same group acted together to break schools rules to a greater extent. The researcher agrees with Mwangi (2016) since peer pressure is about learning what others are doing and doing the same in order to be accepted in the group. This is also consistent with the social learning theory which advocates that children learn through behavior modeling as they see how their friends are behaving, they learn and imitate in order for them to be accepted as members of the group. Individual pupils feel a sense of belonging and identity once they are accepted and conform to the rules and regulations of that particular group. Ngari (2014) also adds that, 'peer influence was the leading influence in the discipline of students in secondary schools as students spent most of their time with peers than with their families during this stage of adolescence.

The abuse of human rights such as children's right was indicated by majority of the respondents especially educators as a factor attributed to pupil indiscipline. This view is in line with a study conducted by Rossouw (2003) in South Africa which revealed that human rights were a contributing factor to pupils' indiscipline in South Africa schools. The researcher is also in agreement with this study because, pupils know they are protected by the law as such, they tend

to misbehave in the name of exercising their right oblivious that they also have an obligation not to interfere with the rights of others. This has increased pupil indiscipline as they are fully aware that teacher, parents as well as community have limited power in as far as they can go to punish the erring pupils/children.

### **5.3.2 Peer related causes to pupil indiscipline**

The study revealed that pupils indicated factors such as peer pressure as they imitate both good and bad characters from their fellow pupils, lack of personal discipline, technology/media especially internet and social media, drug and alcohol abuse, abuse of children's rights and awareness of the ban on corporal punishment, poor discipline management in schools, incompetent teachers, teacher indiscipline in terms of bad behavior, parental negligence, strict school rules and the communities where they come from as leading to pupil indiscipline. Chikowore (2014) agrees with this view as he notes that one of the causes that teachers generally agree has brought about an increase of indiscipline among pupils in Zimbabwean schools is the abolishment of corporal punishment. Children's behavior has grown considerably worse since the abolition of corporal punishment. The Zimbabwean situation is similar to the Zambian one and respondents attributed ACP as one of the causes to pupil indiscipline.

These findings were not very different from those given by the educators, an indication that the factors in question were factual. The findings on the teachers as a source of indiscipline in schools are in line with Banja (2013) who posits that, some of the offences committed by teachers included leaking examination content, flirting with school girls, reporting late and drunk for work, engaging in illegal class enrolments and obtaining money from pupils for preferential treatment. The study further revealed that head teachers also committed these offences which had detrimental effects on the pupils' behavior and academic performance. For instance, some head teachers' were either too harsh toward pupils, overlooked students' concerns or showed signs of favouritism towards certain pupils. An outstanding observation in the study was that some teachers used sarcastic and abusive language to their pupils. However, the cause of such behavior in the teacher was attributed to poor conditions of service, poor professional training, lack of effective school management, lack of teacher socialization and teacher stress.

In a study by Rhalmi (2010) it was concluded that the causes of indiscipline among pupils are not isolated from home, school and community, but rather a combination of all the factors from the environment manifesting in the school. He argues that misbehavior cannot be specifically traced to one source. According to Rhalmi (2010), the school only enhances indiscipline if certain factors are not well applied. For instance, a teacher who shows favoritism to some pupils in class in his/her teaching and classroom management. The other pupils may see this act of favouritism as a sign that they can break the school rules or let alone see favouritism as an offence against which to start a rebellion.

The implications of these findings is that pupils must make a choice and decide to behave according to what the consequences of their actions entail in line with William Glasser's choice theory used in this study.

### **5.3.3 Home environment related causes to pupil indiscipline**

The study revealed that parents attributed the following factors to pupil indiscipline including; peer pressure, lack of parental involvement in the education of their children, home environment, educators not enforcing discipline as expected, technology, communities where pupils come from, playfulness, government policy and drug and alcohol abuse. It is also worth noting that the teacher –pupil relationship is very important in the teaching and learning process as well as character building which leads to good discipline. If at any time there is breakdown of this relationship, indiscipline quickly emerges. The findings on the factors attributed to pupil indiscipline by parent are consistent with the findings of a study conducted in Zimbabwe by Gutuz and Mapolisa (2015) who revealed that, indiscipline in secondary schools was largely caused by poor group influence, bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships and failure of the school to effectively enforce school rules and regulations. Furthermore, Walubita (2015) adds that parents are usually answerable for their children's misbehaviour at home, just like teachers are often held accountable for their learners' failure to perform academically to the expected levels. However, some parents are either indifferent or overprotective when it comes to disciplining misbehaved pupils, making it difficult for the schools to do so.

Furthermore, according to Ngari (2014) parenting style was found to be a major home influence factor attributed to pupil indiscipline. His study revealed that, parents who had permissive parenting styles had lower rates of incidences of indiscipline as compared to those with forceful parenting style. Parents whose discipline methodology was harsh and punitive were called authoritarian parents. Their children were more likely to be hostile, aggressive, less popular with their peers, provocative in character and less independent. They were more likely to engage in more drug and substance abuse in their teen years at home and in school.

The researcher agrees with Ngari (2014) children who are exposed to authoritarian parents often seek ways of regaining their independence and in so doing, they engage in deviant behaviours at the same time, such pupils may be influenced to engage in violence with their colleagues emanating from the learning and imitation they have watched from their parents, in their homes, in videos or television programs even in the communities they reside in. This is also in line with the social learning theory which is guiding this study. One deputy headteacher for the interview conducted intimated that;

*‘As educators, we do not teach discipline; discipline must begin from home. In fact I can say that some of the parents are actually the cause of pupil disciplinary problems. The problem start from homes; the father and mother don’t know how to talk to each other, they drink, argue and fight in front of the children. The children come to school with what they have learnt from their parents and believe it is correct.’*

Therefore, from the findings and literature discussed under causes attributed to pupil indiscipline, we can infer that most disciplinary problems have their source from places outside the school. Therefore, educators can do little to change these factors, it is important that an individual pupil also desire to change their ways after all change and good behavior is a choice according to William Glassers’ choice theory. Parents must collaborate with teachers and get closer to their children. Actually children have two parents; a teacher and biological parents. Therefore, their collaboration can mitigate the many causes of pupil indiscipline assessed in this study. Furthermore, the second objective guiding theme discussed on the causes of pupil indiscipline

was achieved. The causes were identified and assessed based on the views of the respondents. By classifying them according to teacher, pupils and parents' point of view, corresponding mitigation strategies can be sought to help manage pupil indiscipline in schools.

#### **5.4 Strategies schools employ to manage pupil indiscipline**

The third objective of the study endeavored to establish strategies school employ to manage pupil indiscipline post the abolishment of corporal punishment in selected secondary schools in Luanshya district. The discussion was based on the findings from educators, pupils and parents. It is important to note that the use of pupil discipline management strategies vary from school to school, and also depend on the nature of the offence committed. For instance a mission school and a government school may differ the way they administer discipline in school.

##### **5.4.1 Educator related strategies to manage pupil indiscipline in schools**

The study revealed that the strategies employed to manage pupil indiscipline which are non-corporal as recommended by school administrators, guidance and counseling teachers and subject teachers who were in constant interaction with the pupils include; parental involvement, rewards, suspension, withdraw of privileges, counseling, forced transfers, enforcing school rules and motivational talks. Majority of the respondents recommended; counselling, parental involvement, enforcing school rules, rewards and withdraws of privileges as the most preferred strategies to manage pupil indiscipline.

The findings on counseling were consistent with the findings of Njogu (2007) who emphasized the effective role guidance and counseling teachers play to help pupils realize their bad behavior and change to good behavior. Ayeyiko (2002) also supports this view on counseling as he notes that, counseling enables offenders to get to the roots of the problem through interrogation as pupils have the liberty to express themselves as well as realise the dangers of their disobedience and a rapport is created between the educator and the pupil. Furthermore, Mtonga (2016) in her study on 'evaluating alternative modes of discipline' also opined that dialogue, suspension and counseling were preferred strategies to manage pupil indiscipline. However, the writer differs on her view that manual work is a non-corporal punishment. This is because it involved physical work which inflicts pains on the offenders; therefore, it will be right to classify manual work as corporal punishment. However, light punishment such as sweeping, picking litter, sweeping among others could be used. The researcher is of the view that such kind of punishments must

be followed up by counseling to help offenders realize the consequences and impact of their indiscipline behavior on their academic and social life.

Furthermore, the findings on school rules by majority of respondents as a strategy to manage pupil indiscipline is consistent with Jones and Jones (1995) who note that, ‘school rules need to be clearly stated. The suggestion is that where there are loopholes in the school rules and regulations, the students may capitalise on them and misbehave for obvious reasons.’

Deputy Head teachers who are heads of discipline in schools and chairpersons of the disciplinary committee affirmed similar responses but further added that; summoning parents of erring pupils, regular counseling of erring pupils especially after non-corporal forms of punishment, and rewarding well behaved pupils. Home visits, reprimands and verbal warnings, behavior modification by teachers as role models, orienting pupils to and enforcing school rules, and in rare cases, suspensions and forced transfers as the last resort meted out to erring pupils for serious offences to serve as an example to would be offenders were also advocated. These were some of the discipline management strategies they have been employ to manage pupil indiscipline in their schools.

Furthermore, they also noted that, pupils were sensitized on matters of discipline by having the school rules read out at the beginning of each term to remind the pupils as well as motivational talks were given during school assembly gatherings and on special days where leaders in society and organizations such as the police, NGOs were called upon to give a talk to pupils on various topics bordering on discipline. This is in line with what Ayeyiko (1988) observed when he allude to the fact that talking to pupils once in a while about their future life enable them realise the dangers of their disobedience. The social learning theory also supports this view in that, as pupils are interacting with professionals and the way they conduct themselves in society, their behavior is modified positively.

The views by deputy headteachers on behavior modification through teachers as role models to the pupils is in line with Porteus et al (2001:38) who observed that, ‘it is extremely important for educators to model good behaviour.’ They argue that ‘children learn from the role-models around them. An educator who is effective at working with learners is herself a living example of

good behaviour and caring values.’ This is in line with Kilonzo (2009) who opined in his study that, teachers are supposed to be role models behaving in ‘loco parentis’ all the times. Therefore, if educators model violence, learners are more likely to adopt violence and vice versa if they model good behavior, pupils will also adopt good behavior and good discipline will be achieved in school. The researcher agrees with the above view as one of the best ways of managing pupil indiscipline which is also in line with the social learning theory upon which this study is anchored upon.

Furthermore, one educator observed that encouraging the formation and strengthening of already existing of clubs like peace clubs, know your right clubs among others, as well as religious groups such as Scripture union (SU) and occasionally inviting the clergy to encourage the pupils on spirituality and good morals were also strategies school could employ to manage pupil indiscipline. However, on serious cases that involved criminality such as use of prohibited drugs, dangerous pupil gangs and sexual offences among the pupils, law enforcement officer would be involved after wide consultations with the parents as their consent is required.

#### **5.4.2 Peer related strategies to manage pupil indiscipline in schools**

The study revealed that pupils indicated the following strategies to manage pupil indiscipline; suspension, summoning parents of erring pupils, involvement in clubs and co-curricular activities like sports, counseling, light punishments, rewards and enforcing of school rules by the teachers and prefects among others. This is in line with findings of the National Institute of Out-of-School Time (2009) which noted that, ‘participation in extra-curricular activities reduces drug use and early parenthood among pupils, while increasing pupils’ academic achievement and school attendance. Furthermore, one grade 12 school head girl from one of the selected school indicated that;

*‘At our school, we are encouraged by our teachers during school assembly gatherings to make it a daily routine to maintain discipline not only at school but also at home and in the community.’*

Another pupil (grade 11) indicated that,

*‘...at our school, the most well-behaved pupil is rewarded with gifts which makes most of us to try our level best to maintain discipline so that one day we can also receive the gifts our colleagues are receiving for maintaining good behavior.’*

The above view of giving rewards or awards to pupils who exhibit good behavior or academic performance for other to emulate in class, during school assembly gatherings or during open day is consistent with a study conducted in Kenya by Kindiki (2009) on student discipline in secondary schools. The study revealed that well behaved pupils should be rewarded for others to emulate. Emulating good behavior means doing away with bad behavior, again this is in line with the social learning theory where good behavior is modeled to help manage pupil indiscipline. The above findings are also consistent with Mbiti (2007:85) who maintains that, ‘positive reinforcement should be encouraged through words of encouragement, house-point awards and giving special privileges among others as this encourages the internalisation of good character habits.’

#### **5.4.3 Parental related strategies to manage pupil indiscipline in school**

The study revealed that parents indicated strategies such as counseling, parental involvement through ‘open day events’, and summoning parents of erring pupils, rewarding well behaved pupils, good behavior exhibited by educators, and suspension as the strategies that would help manage pupil indiscipline in schools.

The findings on parental involvement through summoning parents of erring pupils as well as Open day events organised by schools helped parents to interact with the teachers in the presence of the parent’s child. This strategy has helped to manage pupil indiscipline in school as the child is exposed as his/her parents are made aware of his/her activities away from their watchful eye in terms of his/her behavior and academic performance. One parents had this to say;

*'Through open day events organized by schools, I was able to learn that my child is a bully and had a facebook account where he was always online as noted by the teacher. At home, my child never showed us that he does such things. He is a well behaved boy and is always attending church meetings and activities when he is not doing school work.'*

Furthermore, the findings on parental involvement are also in line with the views of Kabandize (2004) who noted that school administrators, teachers, parents and learners all have a role in discipline management. Each stakeholder may not work independently, but to work together with others. It is important that parents are sensitized on their roles in the education of their children so that discipline starts from the home environment. Parents must also be involved in disciplinary hearings and meetings at schools so that they help in managing pupil indiscipline. Furthermore, parents and educators have a role to inculcate in their children and learners respectively, home culture and values that are acceptable in society. On the part of the learners, self control is required because as much as they may be taught good morals, if they do not take a step to change to good behavior, the counsel from parents and teachers may be futile as they may continue exhibiting bad behavior both at home and at school.

The implication of these results is that, a coordinated approach to discipline management in schools from the teachers, pupils and parents must be encouraged. As much as teachers and parents can try to instill discipline in the pupils, they also have a duty to have self discipline by making choices to portray approved behaviours. Furthermore, the objective guiding this study on strategies school employ to manage pupil indiscipline was achieved. The strategies were established based on the views of the respondents which were concretised by supporting literature to qualify the established strategies

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

This chapter discussed trends and management strategies of pupil indiscipline post the abolishment of corporal punishment in Zambia, with focus on selected secondary schools in Luanshya district.

The outcomes from the study are that pupil indiscipline in schools is rife and increasing with emerging patterns of behavior that require strategies that match with contemporary views on discipline management in schools. The implications of the study are that, if less effort is put in managing pupil indiscipline in schools, it will escalate to a state where it will be difficult for teaching and learning to take place and there will be chaos in learning institutions. The meaning from literature reviewed is that; indeed pupil indiscipline has evolved from what schools were experiencing then to what they are experiencing now. The abolishment of corporal punishment brought to the fore other ways of managing pupil indiscipline in schools which help learners to realize their misbehaviour and decide to change. Literature review also emphasized the collaboration between home, school and learners themselves in managing indiscipline in schools. Once we have disciplined pupils in schools, schools and home as well as pupils themselves will benefit from the teaching and learning process as well as being useful members of society.

The researcher has learnt a lot from this study as it brought out a different dimension to the issue of pupil indiscipline in schools. Society is dynamic and evolving quickly, so are the discipline problems in schools. Therefore, novel strategies of managing pupil indiscipline which are within the dictates of various pieces of legislation and statutes must be employed as these will be more relevant and responsive to the demands of contemporary discipline problems schools are facing today. Old ways of managing pupil indiscipline may no longer be effective as the way modern societies look at pupil indiscipline is different. A multi-sectoral approach to pupil indiscipline and other non-corporal strategies may be a panacea to pupil indiscipline.

The next chapter provides a conclusion to this study and also makes recommendations.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Overview

This chapter will now draw a conclusion of this study and make recommendations based on the stated objectives guiding this study in chapter one as well as the findings. Recommendations of this study may assist the government, policy and law makers, educators and other stakeholders regarding workable strategies that may be put in place to address the issue of trends and management strategies of pupil indiscipline in school in light of the abolishment of corporal punishment.

#### 6.2 Conclusion

The aim of this study was to examine the trends and management strategies of pupil indiscipline following the abolishment of corporal punishment in Zambia in selected secondary schools in Luanshya district. The study was guided by objectives which sought to identify pupil disciplinary issues in selected secondary schools in Luanshya district, assess factors attributed to pupil indiscipline and finally, establish strategies schools employ to manage pupil indiscipline in schools.

The study revealed that there was an increase in pupil indiscipline in schools than they used to be in the past with emerging disciplinary problems in the mix. The prominent ones identified included; use of mobile phones in class, watching pornography on phones, impoliteness, pupil gangs, indecent dressing, examination malpractice and sexual harassment among others. This was besides the old common disciplinary problems that have also persisted such as absenteeism, rudeness, drug and alcohol abuse, bullying, stealing and fighting among others.

Factors that were attributed to pupil indiscipline were classified as school based, home/community based as well as pupil based with and were identified as; peer pressure which held a significant place, lack of parental involvement, technology/media, abuse of human rights (children's rights by pupil), awareness of the ban on corporal punishment, drug and alcohol abuse, poor discipline management in schools, teacher behavior and incompetence.

The study further established strategies schools employ to manage pupil indiscipline including; Counselling, parental involvement (summoning parents of erring pupils and open day events), rewarding good pupil behavior and academic achievement, enforcing school rules, motivational talks, forced transfers and suspension among others. Counselling was the most preferred strategy of managing pupil indiscipline in schools.

Having conducted this study, the researcher established that the level of pupil indiscipline remains a great challenge to effective teaching and learning as well as militating the production of useful members of the school community and society at large. Good pupil discipline therefore demands a multi-sectoral approach because as much as pupils are members of the schools, they also belong to homes and communities where they live and imitate and learn various kinds of behaviours owing to a lot of factors surrounding them. However, the effectiveness of these strategies varies from school to school and also depending with the offence committed. For instance a government school may differ from a mission school in terms of management of pupil indiscipline. Therefore, there is need to deal with the root cause of the problem of pupil indiscipline in schools especially by examining the trends and management strategies of pupil indiscipline in the light of the abolishment of corporal punishment in Zambian secondary schools. This will help administer contemporary and novel ways of managing pupil indiscipline which are not in conflict with corporal punishment and other human rights and liberties which this study has endeavored to achieve.

### **6.3 Recommendations**

In the light of the findings of this research, the researcher has made the following recommendations;

- (i) Ministry of General Education should train educators in modern counselling skills and equip them with alternatives to corporal punishment to help them manage changes in pupil misbehaviour in schools.
- (ii) Ministry of General Education should strengthen partnerships with NGOs and other stakeholders to help create a strong collaboration between educators and parents in managing pupil indiscipline in a multi-sectoral approach.
- (iii) Educators should promote proactive in school strategies to discipline management through CDP meetings in schools, workshop in conflict resolution and management.

- (iv) Schools should establish and strengthen peace clubs, children's rights clubs and religious groups in schools in order to educate pupils on their rights, obligations and good morals.
- (v) Pupils must be trained in counselling skills to help their fellow pupils who are having challenges in discipline related issues.
- (vi) Schools should also establish and strengthen human rights clubs, and religious activities in schools to educate pupils on their rights, obligations and good morals.

#### **6.4 Suggestions for further research**

School discipline is one of the challenging issues that schools have to face every day especially in contemporary schools and classrooms. This field still provides avenues for research since human beings are dynamic and societies are not static but keep evolving. It is against this background that the researcher of this study proposes further research to be conducted on; Contemporary discipline issues in schools and their causes and/or responsibilities of educational stakeholders in managing school indiscipline.

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## **APPENDICES**

### **RESEARCH INSTRUMENTS**

#### **APPENDIX I: INTERVIEW SCHEDULE FOR SCHOOL ADMINISTRATORS**

##### **THE UNIVERSITY OF ZAMBIA**

##### **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**TOPIC: Trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.**

Kindly note that this is purely an academic study which seeks to investigate the pupil discipline: Trends and management strategies following the abolishment of corporal punishment in schools in Zambia. The information you will give will be treated with utmost confidentiality and will only be used for the intended educational research.

##### **Pupil disciplinary issues following the abolishment of corporal punishment**

1. Which discipline issues are you experiencing as a school from the pupils?
2. Are there any new discipline issues you experience in your school apart from the usual? common ones?
3. Which pupil discipline problems have persisted among the pupils for the past five years?
4. Are the pupils in your school aware of the abolishment of corporal punishment?
5. Has the awareness of the abolishment of corporal punishment affected the behavior of your pupils? If yes, how?
6. Which indiscipline behaviors have pupils exhibited which can be attributed to their Awareness following the awareness of the abolishment of corporal punishment?

##### **Causes attributed to pupil indiscipline**

7. what are likely causes of pupil indiscipline in schools?
8. Which factors can you attribute to be the cause of pupil indiscipline in schools today?

### **Strategies schools employ to manage pupil indiscipline**

9. How do you discipline erring pupils in your school?
10. What strategies do you school use to manage pupil indiscipline following the abolishment of corporal punishment?
11. Which role is played by parents in learner discipline process?
12. What role should the government play in ensuring that discipline is maintained without the use of corporal punishment?
13. What would be your personal views or comments that you would want to make concerning management of pupil indiscipline in schools following the abolishment of corporal punishment which could contribute to improving pupil discipline in secondary schools?

**Thank you for your time and participation**

**APPENDIX II: QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING  
TEACHERS**

**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**TOPIC: Trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.**

Complete this questionnaire to the best of your knowledge. Do not indicate your name anywhere.

Please attempt all the questions in the questionnaire and be as honest as possible

**Section One**

Choose the most appropriate answer by either a tick (✓) in the bracket or writing down your answers in the spaces provided.

1. What is your sex?  
a. Male  b. Female
2. What is your age range?  
a. 20 – 25 years   
b. 26 – 30 years   
c. 31 – 35 years   
d. 36 – 40 years   
e. Above 41 years
3. What is your highest level of qualification?  
a. Teaching Certificate   
b. Diploma   
c. Degree   
d. Masters Degree   
e. PhD
4. Do you have sufficient training in guidance and counseling?  
a. Yes  b. No

**Section Two**

**Pupil disciplinary issues following the abolishment of corporal punishment**

5. What disciplinary issues are you experiencing as a school from the pupils?

-----

6. Are there any new discipline issues you are experience in your school apart from the usual common ones?-----

7. Which discipline problems have persisted among the pupils for the past five years?-----  
-----

8. Are the pupils aware of the abolishment of corporal punishment in schools?

a. Yes [ ]                      b. No [ ]

9. Has the awareness of the abolishment of corporal punishment in schools affected the behavior? of pupils? If yes, how?-----  
-----

**Causes attributed to pupil indiscipline**

10. Are cases of pupil indiscipline referred to your department? Yes [ ] No [ ]

11. what are likely causes of pupil indiscipline in schools?-----  
-----

12. Which factors can you attribute to be the cause of pupil indiscipline in schools today?  
-----

**Strategies schools employ to manage pupil indiscipline**

13. How do you discipline erring pupils in your school?-----  
-----

14. What strategies do you school use to manage pupil indiscipline following the abolishment of corporal punishment?-----  
-----

15. Which role is played by parents in learner discipline process?-----  
-----

16. What role should the government play in ensuring that discipline is maintained? without the use of corporal punishment?-----  
-----

17. Do you have any additional personal views or comments you may wish to make as regards to managing pupil indiscipline without the use of corporal punishment in secondary schools?-----  
-----

**Pupil discipline management strategies Schools are employing**

13. Have the strategies you use to manage pupil discipline in your school been effective to achieve pupil discipline? If yes, how-----  
-----

14. Which pupil discipline management strategies have been effective in managing pupil discipline in your school?-----  
-----

15. Have you obtained some form of training with regard to applying discipline strategies?  
Yes            No       

16. Which role do parents play in managing pupil discipline?-----  
-----

17. What role should the government play in ensuring that discipline is maintained without the use of corporal punishment?-----  
-----

18. Do you have any additional personal views or comments you may wish to make as regards to managing pupil indiscipline without the use of corporal punishment in secondary schools?-----  
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*Thank you for your thoughtfulness*

## APPENDIX III: QUESTIONNAIRE FOR TEACHERS

### THE UNIVERSITY OF ZAMBIA

#### DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

#### TOPIC: Trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.

I am an independent researcher who wishes to seek your views on a number of issues pertaining to pupil discipline: Trends and management strategies following the abolishment of corporal punishment in schools in Zambia. The questions are intended for an educational research. Whatever you write will be used for the intended purpose and will remain confidential.

Do not indicate your name to ensure confidentiality. Please attempt all the questions in the questionnaire and be as honest as possible.

#### SECTION ONE

Please respond to all the items by ticking (✓) in the brackets or by writing down your answers in the spaces provided.

1. What is your sex?  
a. Male  b. Female
2. What is your age?  
a. 20 – 25 years   
b. 26 – 30 years   
c. 31 – 35 years   
d. 36 – 40 years   
e. Above 41 years
3. What is your highest level of qualification?  
a. Teaching Certificate   
b. Diploma   
c. Degree   
d. Masters Degree   
e. PhD
4. How long have you been a teacher?  
a. 0 – 4 years   
b. 5 – 10 years   
c. 11 – 15 years   
d. 16 – 20 years   
e. 21 – 25 years   
f. Above 26 years

5. How long have you taught at this school?
- a. 0 – 4 years
  - b. 5 – 10 years
  - c. 11 – 15 years
  - d. 16 – 20 years
  - e. 21 – 25 years
  - f. Above 26 years
6. Was it your choice to teach at this school?
- a. Yes
  - b. No
7. How would you rate the reputation of this school?
- a. Poor
  - b. Below average
  - c. Average
  - d. Above average
  - e. Excellent
8. What is your substantive position? (Indicate) -----

**SECTION TWO**

**Pupil disciplinary issues following the abolishment of corporal punishment**

6. What disciplinary issues are you experiencing as a school from the pupils?-----  
-----
7. Are there any new discipline issues you are experience in your school apart from the usual common ones? -----  
-----
8. Which discipline problems have persisted among the pupils for the past five years? -----  
-----
9. Are the pupils aware of the abolishment of corporal punishment in schools?
- a. Yes
  - b. No
10. Has the awareness of the abolishment of corporal punishment in schools affected the behavior? of pupils? If yes, how? -----  
-----

**Causes attributed to pupil indiscipline**

11. what are likely causes of pupil indiscipline in schools?-----  
-----
12. Which factors can you attribute to be the cause of pupil indiscipline in schools today?-----  
-----

**Strategies schools employ to manage pupil indiscipline**

13. How do you discipline erring pupils in your school?-----

-----

14. What strategies do you school use to manage pupil indiscipline following the  
abolishment of corporal punishment? -----

-----

15. Which role is played by parents in learner discipline process?-----

-----

16. What role should the government play in ensuring that discipline is maintained?  
without the use of corporal punishment? -----

-----

17. Do you have any additional personal views or comments you may wish to make as regards to  
managing pupil indiscipline without the use of corporal punishment in secondary  
schools? -----

-----

## **APPENDIX VI: INTERVIEW SCHEDULE FOR PARENTS**

### **THE UNIVERSITY OF ZAMBIA**

#### **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**TOPIC: Trends and management strategies of pupil indiscipline in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.**

Kindly note that this is purely an academic study which seeks to investigate the pupil discipline: Trends and management strategies following the abolishment of corporal punishment in schools in Zambia. The information you will give will be treated with utmost confidentiality and will only be used for the intended educational research.

#### **Interview Questions**

1. What would you say about the discipline of pupils at this school?
2. What kind of reports have you received concerning pupil indiscipline from this school?
3. Are there any new discipline issues schools are experiencing apart from the usual common ones?
4. Are you aware of the abolishment of corporal punishment?
5. In your opinion, do you think the awareness of the abolishment of corporal punishment affected the behavior of your pupils? If yes, how?
6. Were you at one time involved in the discussions of mitigating cases of pupil indiscipline at this school? Yes ( ) No ( )
7. What do you think could have been the cause for these cases?
8. In your view, is there anything government can do to reduce pupil indiscipline in schools?
9. In your view, what do you think could help to reduce indiscipline behavior among pupils in this school?

**Thank you for your time and participation**

## **APPENDIX V: PUPILS' FOCUS GROUP DISCUSSION**

### **THE UNIVERSITY OF ZAMBIA**

#### **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

I am an independent researcher who wishes to seek your views on a number of issues pertaining to pupil indiscipline: Its trends and management strategies in selected secondary schools in Luanshya district post the abolishment of corporal punishment in Zambia.

The information you will give will be treated with utmost confidentiality and will only be used for the intended educational research.

#### **Questions for discussion**

##### **Pupil disciplinary issues following the abolishment of corporal punishment**

1. Which discipline issues are you experiencing as a school from the pupils?
2. Are there any new discipline issues you experience in your school apart from the usual common ones?
3. Which pupil discipline problems have persisted among the pupils for the past five years?
4. Are the pupils in your school aware of the abolishment of corporal punishment?
5. Has the awareness of the abolishment of corporal punishment affected the behavior of your pupils? If yes, how?
6. Which indiscipline behaviors have pupils exhibited which can be attributed to their Awareness following the awareness of the abolishment of corporal punishment?

##### **Causes attributed to pupil indiscipline**

7. what are likely causes of pupil indiscipline in schools?
8. Which factors can you attribute to be the cause of pupil indiscipline in schools today?

##### **Strategies schools employ to manage pupil indiscipline**

9. How do you discipline erring pupils in your school?
10. What strategies do you school use to manage pupil indiscipline following the abolishment of corporal punishment?

11. Which role is played by parents in learner discipline process?
12. What role should the government play in ensuring that discipline is maintained without the use of corporal punishment?
13. What would be your personal views or comments that you would want to make concerning management of pupil indiscipline in schools following the abolishment of corporal punishment which could contribute to improving pupil discipline in secondary schools?

***Thank you for your participation***

**APPENDIX VI: INTRODUCTORY LETTER**

APPENDIX VI: 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: 7<sup>th</sup> March 2018

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

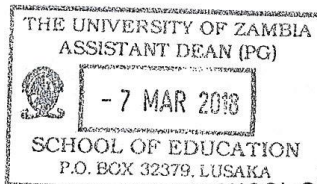
The bearer of this letter Mr./Ms.....IAN...HAMOMBA..... Computer number.....2016145555..... is a duly registered student at the University of Zambia, School of Education.

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

Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES - SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS

# APPENDIX VII: CONSENT FORM

APPENDIX VII:

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): Kakunda Randy  
Participant's signature: [Signature] Consent Date: 12/03/2018  
Researcher Conducting Informed Consent (Printed): IAN HAMENSA  
Signature of Researcher: [Signature] Date: 12/03/2018  
Signature of parent/guardian: [Signature] Date: 12/03/2018