

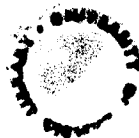
**CAUSES AND STRATEGIES TOWARDS ALLEVIATING CHALLENGES  
OF INDISCIPLINE AMONG GRADE 12 PUPILS IN HIGH SCHOOLS: A  
CASE STUDY OF SELECTED HIGH SCHOOLS IN LUSAKA DISTRICT**

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By

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
MASTERS OF EDUCATION (SOCIOLOGY OF EDUCATION)**



20<sup>th</sup> May, 2010

**DECLARATION**

I Michael Mundambo, declare that this dissertation is my own work and has not been submitted for a degree award at any other university

Signature:..........

Date:.....25/06/10.....

## CERTIFICATION OF APPROVAL

This dissertation by Michael Mundambo is approved as partial fulfillment of the requirements for the award of the Masters of Education (sociology of education) degree of the University of Zambia.

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## **DEDICATION**

To my dear wife, Silaba Z. Mundambo, my children Karen, Precious, Juliet and Jessica  
my lovely daughter.

## **ACKNOWLEDGEMENT**

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## DEFINITIONS OF KEY TERMS

<b>Indiscipline:</b>	Deviation from accepted behaviour in a given setting.(researcher's definition)
<b>Behaviour:</b>	The way one does things. (Researcher's definition)
<b>Challenges:</b>	Difficulties in teaching (researcher's definition)
<b>Defiance:</b>	Unruly behaviour that manifest in pupils showing that they are not willing to obey. (Collins dictionary 2004:220)
<b>Disobedience:</b>	Not following laid down rules. (Researcher's definition)
<b>Drug abuse:</b>	Failure to use the drugs as per prescription.( Youth to youth model in HIV/AIDS prevention in Africa 2004:29)
<b>Casual Sex:</b>	Sexual intercourse that takes place amongst school going pupils and adults that are not in matrimonial marriages. (National AIDS/HIV/STI/TB Council)
<b>Counseling:</b>	Making someone understand his or her problem better so as to make his/her own decision on how to solve the problem. (Researcher's definition)
<b>Indulge:</b>	You allow yourself to do something you enjoy. (Researcher's definition)
<b>Rowdyism:</b>	Careless talk by pupils that can lead to riotous behaviour by pupils. (School Management 1997:25)
<b>Aggressive:</b>	The act by some pupils in school of bullying others. (Researcher's definition)
<b>Labeling:</b>	placing a tag on someone of what he/she is not. (Researcher's definition)

## **ABSTRACT**

This study investigated the causes and strategies towards alleviating challenges of indiscipline among Grade 12 pupils in High Schools in Lusaka, Zambia. The study used both qualitative and quantitative methods of data collection and analysis and applied the Positivist Psychological theory of disruptive behaviour to the data. The main research instruments used were; questionnaires and interview guides. The samples for the research were 3 high schools in Lusaka district. These included: the Kamwala, Libala and David Kaunda Technical High schools.

From the three high schools selected, 116 Grade 12 pupils were drawn, 3 heads from the 3 selected high schools, 3 guidance and counseling teachers who worked as counselors in the school and 3 class teachers who taught Grade 12 classes from the 3 selected high schools were also included in the sample.

Data were collected through questionnaires which were administered to pupils and teachers. Focus group discussions were used to collect data from the school managers and guidance and counseling teachers as well as class teachers. Other sources of data included reviewing of school documents such as report forms, registers and disciplinary records.

Among the findings of the study, the following were the major ones with regard to causing indiscipline in high schools: lack of sensitivity by class teachers, peer pressure and drug abuse. The study also indicates that teachers need to be trained in conflict resolution so as to address conflicts that erupt in school/classes. There is need for high school pupils to be counseled when they are in their last grade as it was found that pupils indulge themselves in so many vices when they are in the last grade.

The study established that challenges of indiscipline do not only affect the learning of pupils but also have an adverse effect on the entire community where these pupils are coming from. Therefore, the research recommended that teachers and other stakeholders should work together to address the challenges of indiscipline among the Grade 12 pupils in high schools by doing the following: training teachers in conflict resolution, sensitizing the pupils about peer pressure, drug abuse and providing psycho-social counseling to the pupils more especially when they are in their last grade.



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

In this chapter, background information is given on the nature, causes, effects and strategies to combat indiscipline among grade 12 pupils. The chapter begins with a brief history of the Zambian Education system.

### 1.1 Background

The education system in Zambia has three levels. The first level is basic education which lays the core foundation in the young school going pupils. This level runs from grades 1 to 9. The second level is secondary school education. This is the level where high schools fall and runs from grades 10 to 12. The third level is tertiary education. At this level we find colleges, universities and trades schools. The high schools were chosen for this research due to the prevalence of indiscipline as evidenced by many protests from pupils.

Challenges of indiscipline in high schools are a matter of immediate concern in the teaching Profession and other stake holders in communities where we live. How teachers respond to challenges of indiscipline constitute a significant aspect of their daily experience within and outside their classrooms. While appreciating the fact that the main goal of school discipline is to ensure the safety of staff, pupils and infrastructure, discipline also helps to create an environment that is conducive for learning and teaching.

Pupils' misconduct involving violence, criminal behavior and cheating during examinations defeat the goals of discipline. The commonest indiscipline challenges in high schools involve non-criminal pupil behavior. Mwanakatwe (1974 ; 24) points out that:

*“from colonial era to post independence; there has been a challenge of indiscipline among learners in schools and colleges. Indiscipline*

*negatively affects the learning environment in that it disrupts lessons for all learners and disruptive pupils lose even more learning time.”*

Psychological factors such as cognitive levels, personality traits and administrative practices are some factors that contribute to causes of challenges of indiscipline. Single parenting can contribute to challenges of indiscipline if the children do not receive the right guidance from the single parent. It is also noted that the ethos and organizations of the high school is a key factor in the levels of challenges of indiscipline. Pupils' indiscipline might be mediated through teachers' stress and the paucity for the teachers in coping with exceptionally difficult children.

The challenges of indiscipline may result in pupils engaging in risk behavior such as drug abuse and casual sex. In this era of HIV and AIDS pupils are at risk of contracting HIV and AIDS when they are under the influence of alcohol and drugs. School discipline therefore, provides all pupils with a satisfying school experience as well as discourages misconduct among pupils. Good behavior is necessary for academic growth as it makes the learners not to be detracted in and outside the class.

Some strategies could be used to alleviate the challenges of indiscipline among Grade 12 pupils in high schools. A strategy is a long term plan of action that is designed to achieve a particular goal. Strategies towards alleviating challenges of indiscipline are ways and means teachers in high schools can employ in their schools/class to lessen indiscipline behaviour among Grade 12 pupils. This would help the situation in a way since in disciplined pupils usually indulge themselves in activities that can put their lives at risk of contracting HIV and AIDS and consequently ruining their lives

## 1.2 Theoretical Perspective

For its theoretical frame work, the study was based on the positivist psychological theory of disruptive behaviour postulated by Rodger S (1995; 65) he says:

*“The theory is sometimes referred to as a learning theory. Children’s unacceptable behaviour is learnt behaviour from their home/school settings. The learnt behaviour can either be modified through inculcation of good morals by biological parents or foster parents.”*

The theory further states that the learnt behaviour needs to be identified monitored and redirected.

When teachers are insensitive to pupil’s behaviour, they will not be able to identify, monitor and redirect the indiscipline in pupils. This also represents the Skinnerian legacy in schools where the base line data is gathered in terms of causes, effect and strategies for alleviating indiscipline in pupils.

The strategies will regulate the pupil’s behaviour and modify it until the unwanted behaviour is eliminated. This will consequently result in achieving desirable behaviour in pupils.

The theory also highlights that family dysfunction is another source of unwanted behaviour due to the fact that children are not supported and end up indulging themselves in bad vices to make ends meet. This is attributed to either single parenting or an absent parent.

The theory agues that the pattern of administration in schools affect the pupil’s behaviour as observed in the findings that where school managers who are not well trained fail to handle cases of indiscipline, pupil’s indiscipline will be on the increase.

### **1.3 Statement of the Problem**

Indiscipline among high school pupils especially Grade 12 pupils has been a source of concern by guidance and counseling teachers, class teachers, school administrators and communities at large. Indiscipline among Grade 12 pupils in high schools range from general disobedience to physical aggression such as constant refusal to comply with school rules, verbal abuse, insolent to teachers, drug abuse, disruptions, bullying, defiance, beer drinking and engaging in casual sex. To date, it is not known whether indiscipline is caused by failure of guidance and counseling teachers to execute adequate punishment and counseling to Grade 12 pupils in high schools or due to the abolishment of corporal punishment including other causes such as over crowding in classes and provision of human rights education to pupils in high schools. It is against this background that this study investigated the nature, causes, effects and strategies towards alleviating challenges of indiscipline among grade 12 pupils in selected high schools in Lusaka District.

### **1.4 Study Objectives**

This section presents the study objectives namely main objective and specific objectives.

#### **1.4.1 Main Objective**

The main objective of this study was to determine the nature, causes, effects and strategies towards alleviating indiscipline among Grade 12 pupils in high schools.

#### **1.4.2 Specific Objectives**

The specific objectives for this study are as follows:

- 1.4.2.1 To identify the nature of indiscipline perpetuated by Grade 12 High school pupils
- 1.4.2.2 To find out the causes of indiscipline among grade 12 pupils in High Schools

1.4.2.3 To find out the effects of indiscipline among Grade 12 pupils in high schools.

1.4.2.4 To develop strategies that class teachers, guidance and counseling teachers and School Administrators may employ to alleviate indiscipline among grade 12 pupils in high schools.

## **1.5 Research Questions**

This study seeks to address the following research questions:

1.5.1 What is the nature of indiscipline that is undertaken by Grade 12 pupils in High Schools?

1.5.2 What are the causes of indiscipline among grade 12 pupils in High Schools?

1.5.3 What are the effects of being indiscipline among Grade 12 pupils in High Schools?

1.5.4 What strategies could be developed for use by class teachers, guidance and counseling teachers and the school administrators to alleviate indiscipline among grade 12 pupils in high schools?

## **1.6 Significance of the Study**

In this day and age where learning has become dynamic, the study may be helpful in generating important information that would be used by guidance and counseling teachers, class teachers and school administrators handling cases of indiscipline challenges with special attention. The Government through the Ministry of Education could use this information to come up with policies which could enhance an enabling environment for teaching and learning as opposed to an environment that is a recipe for indiscipline among Grade 12 pupils in high schools.

## **1.7 Limitation of the study**

This study concentrated on urban schools in Lusaka and did not cover any rural school. It could have been better to include high schools in a rural setting as regards nature, causes and effects of indiscipline among Grade 12 pupils. The study did not draw a large sample of parents to solicit their views and the Ministry of Education was not consulted on policy issues regarding indiscipline among Grade 12 pupils. However, the study did meet the set objectives and the findings are valid.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, literature is reviewed on the nature, causes and effects of indiscipline among Grade 12 pupils in High Schools. The literature review further covers necessary strategies that could help to combat indiscipline challenges in schools.

#### **2.1 Nature of Indiscipline**

The Oxford Advanced learners' Dictionary, defines in discipline as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules. Tuluhi and Bello (99:1980) assert that indiscipline is the breaking of rules and regulations of institutions. Individuals willingly or unwillingly violate laid down rules of an institutions, which hampers the smooth running of the institution.

To this end, indiscipline can simply be seen as mode of life NOT in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system, Adeyemo (1985). School rules and regulations in most cases do affect students more than any other thing because they are made by the school authorities in order to guide and protect the students while in school.

The problem of indiscipline is more apparent among high school students. Indiscipline among them has attracted serious attention of scholars and administrators. These scholars and administrators attribute indiscipline among high school pupils to their state of development. They argue that when pupils notice certain biological changes signaling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations (Mukharjee; 1985).

Sidhu (2005:49) postulates: "indiscipline may take the shape of group indiscipline or individual indiscipline. Group indiscipline is usually where more than one persons are involved in an act of indiscipline. Thus they may decide to deviate from what is meant to be the school ethos and also its culture. Group indiscipline is usually more difficult to deal with and may sometimes lead to wider problems. Some typical acts of group indiscipline have wider problems. Some examples may include strikes and gang behaviour, aggression, fighting, quarreling and rowdyism."

It is cardinal that teachers know how to bring any kind of indiscipline portrayed by groups of pupils under control.

The other type of indiscipline is that which is portrayed by a single child normally referred to as individual indiscipline. However, whether individual or group indiscipline, the nature of indiscipline in high schools include:

- Frequent abseentisms
- perpetuated late coming,
- lying,
- cheating,
- stealing,
- vandalism,
- stubbornness,
- naughtiness,
- quarreling and selfishness,
- making noise
- rudeness to a teachers
- Use of abusive language
- Insulting each other
- Ridiculing other pupils
- Bulling other pupils

- Curse other pupils
- Physical confrontation with teachers or fellow pupils
- Use a weapon in a fight

## 2.2 Causes of Indiscipline

Some of the causes of either group or individual indiscipline of pupils in high schools may be due to:

- personal causes, where the person is psychologically affected. This can be due to upbringing of the child. Children brought in homes where parents are always quarreling and fighting.
- social causes, this comes about as a result of interaction with others. An example of the people socialized with could be siblings.
- psychological causes, this is where the individual is emotionally disturbed.
- educational causes, failure to achieve academic excellence can cause indiscipline in pupils.
- political causes, used by pressure groups to advance their political motives.

Source: Gladden, M. (2002). *Reducing school violence: Strengthening pupil programs and addressing the role of school organizations*. In W. Secada (Ed.). *Review of Research in Education*, vol. 26, 263-299

### 2.2.1 Community characteristics

According to Goesling (2002) poverty prevalent in communities was noted to be one of the root causes of indiscipline. Children who come to school dirty and hungry receive teasing and derogatory comments from teachers and fellow pupils, and to counter react, they end up reacting negatively. He further explains that children's violent behaviour originates from the home, where violence is modeled by adults unskilled in conflict resolution. In addition, factors in the home environment are complemented by community factors such as lack of cohesion in the entire community. Curtis (1995) argues that problems of indiscipline are

exacerbated by teachers and school administration, whose negative responses to children from different environments result in children being labeled.

Community cohesion and religiosity is a factor that is seen as contributing to school violence and indiscipline. Community cohesion is a concept of community working together for its children. This issue relates to that of inter-agency collaboration, Religious and NGO representatives emphasized the need for community members to model correct behavior instead of merely lecturing to pupils about values.

Casella (2003) noted that lack of religious education is seen as a particular problem. He notes that youths who are involved in church activities are usually involved in positive behaviour in the community. In the view of community religious leaders, the lack of religious education fails to provide children with a frame of reference for their behaviour.

### **2.2.2 Criminal activity and control**

Casella (2003) noted in his study that the presence of criminal gang activity in the neighbourhood has deleterious effects on school discipline. The gangs are rooted in high poverty areas. Gang membership is a way of children seeking security. Both male and female gangs are a concern. Female gangs tend to engage in prostitution, stealing, violence, and shoplifting. Gang members infiltrate or hang outside schools showing attention-seeking behaviour that includes plugging toilets and other acts of school vandalism. Although the gangs are not necessarily present within the schools, groups in school mimic the behaviour of gangs.

Casella (2003) further explains that gangs also encourage behaviours such as wounding with knives or nails, attempts to strike teachers and threatening teachers with verbal abuse, fights and indecent language. He further explains that territorial and domain feuds related to gang activities influence pupil

behaviour and violent acts. Casella (2003) noted that rivalry among schools and stoning incidents are becoming more common and blamed parents' role in coping with gang-related discipline problems. The strategies employed are not always positive. He explains that in some neighbourhoods parents support children in violent behaviour, for example, where a parent comes to school to encourage bad behaviour by supporting a child who does something wrong.

### **2.2.3 Child and Family factors**

Acihlles (2003) states that parental engagement in schools contributes to children's discipline problems. He further explains that parents do not show continued interest in their children's education – instead, they tend to show up only at examination time (open days). He agrees that the roles of PTAs tend mainly to concentrate on fund raising and are sometimes dysfunctional. Acihlles (2003) further notes that the partnership between home and school needs to be strengthened. For example, trained counselors should visit homes to discuss the pupils' welfare.

Larson (1994) also notes that parental lack of control is one of the main reasons for discipline problems, where too many absent parents are leaving children to fend for themselves. Appropriate guidance is seen as especially important during the formative years. He further explains that the lack of structure and supervision in children's lives and the awarding too many privileges too early contribute to the lack of a frame of reference for children.

Smith, (1996) noted that abuse, neglect and violence in children's homes has effects on the discipline of the pupil at school. Children model the abusive and disrespectful behaviours seen in the home, as well as the exposure to sex, violence and easy money they see on TV. Lack of supervision and child abandonment contribute to poor family conditions, as does parental migration. Smith (1996) further noted that economic factors contributed to discipline problems - lack of parental supervision, younger parents without parenting skills,

and parents' workloads do not allow for parental supervision. According to Bartini (2000), the emphasis placed on material things, in the context of single parent homes being deprived of the basic necessities, pushes families to live above their means. Some members of the family sometimes resort to prostitution, robbery or other criminal activities. Children may become involved in these activities through their families.

#### **2.2.4 School Environment**

Burkam (2003), in his research indicated that the presence of un-owned spaces and ease of access by outsiders contribute to discipline problems. He explains that the lack of outdoor supervision encourages children to perform violent acts like bullying before school, after school and during break and lunch. He further explains that it is not the design of the school that matters, but the location and the type of pupils. He further notes that in some cases, parents enter schools and go directly to classrooms to confront teachers, while other children are able to leave the school unnoticed.

#### **2.2.5 Socio-organizational management and structure**

It was noted by Johnson (1966), that discipline problems are partly due to school administrators' lack of training in school management and discipline strategies. He further stated that there is a need for a whole-school approach to discipline, based on policy as opposed to a case-by-case approach. Johnson (1966) also indicated that perceived effectiveness of discipline management presently has several shortcomings in terms of the schools' capacity to manage aggressive behaviour. He noted that early warning signs among children that later are prone to violence were being ignored. These include: uncontrollable outbursts, truancy, bullied pupils, culture of name calling, violent threats, wall writings, threats to teachers, and cruelty to animals. He concluded that earlier attention to these issues could prevent later aggression. He further observed that children who pose a danger to teachers are not being helped or dealt with by the authorities accordingly.

Johnson (1966) also indicated that lines of authority are blurred because of political interference and that parents are able to bypass the school Administration and go directly to individual teachers to have their case settled. Johnson (1966), gave an example where parents with a direct association with a politician can threaten to have a teacher removed. He further noted that insufficient authority given to class teachers contribute to indiscipline problems, in that school administrators might not support teachers and therefore these administrators are reluctant to take strong actions. He further noted that administrators are often reluctant to take responsibility and decisive action, fearing lawsuits and/or interference from the ministry.

According Gladden (2002), explains that leadership in schools is weak and that discipline management is perceived as ineffective, characterized by double standards and few rewards or incentives for good behaviour. He adds that stability/turnover/consistency high rate of teacher turnover are noted as a problem in schools. It does not allow for the bonding and one-on-one help that can help prevent discipline problems.

The pattern of teacher turnover is such that better teachers are moved to better schools, exacerbating problems in other schools which accumulate less experienced and less competent teachers. On learner support mechanisms/resources, Gottfredson (1993) raised particular concern about the inadequate presence and frequency of counselling in schools, which did not effectively reach problem schools. The problem is especially acute among "bottom stream" pupils. He explains that the lack of counsellors and other professionals means that at-risk pupils cannot gain access to guidance and skills training that would help address their frustrations. He further noted that schools without resident counsellors have more problems.

### **2.2.6 Teacher factors**

Bryk (1989) noted that ineffective school and discipline management was due partly to lack of teacher qualification and training. According to him, teachers need to know how to speak to pupils, how to carry themselves and how to set and maintain standards. He further explains that teachers are not able to satisfy these requirements and pointed out that pupils display indiscipline because teachers themselves are young and indiscipline. He adds that teacher recruitment and selection processes sometimes fail to address the behaviour of the potential teachers. He further noted that teacher education programmes do not adequately prepare teachers to deal with the problems of today's youth. According to him, school climates are poorest where the classes are boring and teachers treat pupils in an aggressive, hostile manner. Undermining of pupils' success motivation contributes to the aggression and defensiveness observed in pupils. Bryk (1989) noted that bad phrases towards pupils such as: "you are worth nothing, will become nothing", telling children who perform poorly are labelled by teachers, while those who perform well are given greater attention.

Epstein (1992), explains that the presence of young and inexperienced teachers in the classrooms narrows the gap between "adult" model and pupils, undermining teachers' authority. He pointed out at challenges that are created when young teachers are given difficult classes, such as classes of repeaters. Children react negatively to inexperienced teachers whose tone of voice and inconsistent application of rules fail to command respect. He further explains that within the same school, different teachers may have different consequences for infractions, contributing to a sense of arbitrariness of discipline policy. The lack of classroom control is a major issue in many schools, as teachers unable to cope (or "running away from the problem") send pupils for counselling instead of managing issues within their classrooms.

### **2.2.7 Home-school interface**

Wetzman (2003) explains role of home-schools interface in contributing to discipline problems. He points out a lack of communication and partnership between home and school means that parents are not aware of their children's behaviour, or only become involved if there is a conflict. Parents' role is relegated to fundraising or to listening to complaints about their children. They are present in the school at the time of registration and graduation, but not throughout the school year. They have little or no input into discipline issues, and there is no positive communication between home and school about the child. Wetzman (2003) concludes that as a result, parents become intimidated by the school and are even less likely to try to make contact about the welfare of their children at school.

### **2.3 Effects of Indiscipline**

There is no question wherever there is effective leadership by the teacher; there can be no problem of indiscipline among pupils. Teachers today do not unfortunately command the respect and affection of their pupils to the extent they did in the past, for this they alone are not to blame. Indiscipline among high school pupils especially Grade 12 is one of the factors that have led to the loss of leadership by the teachers resulting into some Grade 12 pupils being denied access to education after being expelled from school.

Poor performance at Grade 12 examination has been noted to be as a result of indiscipline. Passon (1991) noted in his study findings that the increase in failure rate among Grade 12 pupils in secondary schools is to some extent as a result of indiscipline being perpetuated in schools. He further explains that due to indiscipline, pupils are not able to learn the entire syllabus in certain subjects as teachers send them away for punishment while other choose to abscond from classes. This has resulted in most schools with high cases of indiscipline recording lower pass rate at Grade 12 level examination results.

Obbo (1994) noted that pupils who are engaged in immoral behaviours such as drug and alcohol abuse put themselves at higher risk of contracting HIV/AIDS. According to him, when pupils are in drunken state or under alcohol influence, their judgment become poor and try to experiment their developing features of adulthood and engage in risk sexual behaviors and eventually may contract sexually transmitted infections including HIV/AIDS.

## **2.4 Strategies for combating Indiscipline**

Teachers are caught in difficult situations when it comes to discipline management. First, many teachers feel threatened by the new Education Acts and their emphases on pupils' rights. This is seen as challenging teacher authority. As well, some teachers are reluctant to discipline pupils out of concerns of being sued. However, according to Gaitan (1988) teachers should be skilled to diagnose causes of poor performance and manage discipline and argued that classroom management and discipline should be a full course instead of a small component of teacher education so that teachers would be better prepared. He singled out better training for counsellors as a means to managing discipline issues more effectively.

Johnson (1966) noted that level of engagement/connectedness is critical to managing discipline problems in pupils. He noted that teachers generally are not very engaged with the school or with the pupils, which limits opportunities for preventing or resolving discipline problems. He points out that some teachers rarely attend PTA meetings. The lack of male role models in these settings was seen as a problem. In addition, He called for the development of closer relationships between teachers and pupils' parents so that they could be more aware of their backgrounds.

Gottfredson (1994) identified a new dimension of indiscipline problems among pupils such as children's rights and the right to education which is creating new

tensions between home and school. He explains that on the school side, there is resistance and hostility to approaches that seem to limit the range of disciplinary tools available to teachers and to negate teacher authority. However, Gottfredson (1994) argues that decisions like expulsion that relate to children's rights to education are made based on policy, and in a fair manner and further disputed that the increasing emphasis on rights leads to disrespect of authority but noted as awareness of rights is not being matched with the need for responsibility. He agrees that as a result, a double message is being sent to children.

Bartini (2000), notes that value differences between home and school plays a role to the discipline problems in schools. He explains that when home environments are more permissive than school environments, children have mixed messages, and tension is created. Max (2001) cited the lack of religious education in some home and school is seen as a factor in failing to curb discipline problems, as the children that need to be reached do not come to church. Max (2001) identified parental involvement in schools should extend beyond the level of PTA, to other forms of involvement within the school such as volunteerism. He further explains that PTAs tend to function mostly through the board and executive, without broad involvement. Parents need to be educated to share roles and called for greater collaboration.

It can therefore be concluded that the literature reviewed has looked at the nature of indiscipline perpetuated by grade 12 pupils, causes, effects and strategies that can be employed to combat the problem.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

The purpose of this chapter is to show how the study was conducted. This chapter looks at the sampling frame work, sample size and method used for sampling. The chapter also looks at the type of data collected and their sources. It looks at data collection instruments used and methods of administration, analysis and techniques used.

#### **3.1. Research design**

There shall never be research without research design and according to Churchill (1987), a research design is simply the frame work for a study used as a guide in collecting and analyzing data. It is a blue print that is critically followed in completing a study. The purpose of this study being the establishment of causes of indiscipline and strategies to alleviate indiscipline among grade 12 pupils in high schools, a descriptive research design was used.

#### **3.2 Target population**

The target population for this study was 250 grade 12 pupils, 6 class teachers, 6 guidance and counseling teachers and 6 school managers. It should be noted that this study covered Lusaka District only because issues of indiscipline among grade 12 pupils are more common in urban schools than rural schools study reliability.

#### **3.3 Sample size**

The precision of any study rests heavily on the sample size. This is usually based on pre- specified level of accuracy in order to accomplish the research objectives. In this research, this was somewhat modified so that time and other resource hindrances are taken into account. The study used a sample of 3 high schools with each school providing 40 Grade 12 pupils, one class teacher, teaching Grade 12 class, one guidance and counseling teacher, and a school

manager from each school in the sample. The total sample size for the study was one hundred twenty nine (129).

### **3.4 Sampling Procedure**

The sample for this study was selected using two sampling techniques. The 3 high schools were selected using the purposive sampling technique while the classes to be used in the study were selected by simple random sampling technique. McMillan and Schumacher (1997;397) describe purposive sampling as “selecting information –rich cases for study in depth” this implies that this type of sampling based entirely on the judgment of the researcher in that the sample contains the most characteristic, representative or typical attributes of the population.

The classes of Grade 12 pupils from the 3 high schools were selected by simple random sampling. In a simple random sampling, each individual case in the population (theoretically) has an equal chance to be selected for the sample (Strydom and De Vos, 1988; 195).

Three bowls were prepared where the letters representing Grade 12 classes from each of the 3 high schools to be used in the sample were put. First bowl contained letters of Grade 12 classes at the Kamwala high school, second bowl contained letters of Grade 12 classes at Libala high school while the third bowl contained letters of Grade 12 classes at David Kaunda Technical High School. Each of the three bowls was shaken at different times to allow thorough mixing of the letters. Thereafter from each of the 3 bowls one letter was selected for the sample. Kamwala High School selected letter A, Libala high School selected letter E while David Kaunda Technical School selected letter C.

### **3.5 Types and sources of data**

In an attempt to come up with a thorough study, both primary and secondary data were collected.

### **(i) Primary data**

According to Churchill (1987), primary data is originated by the research for purposes of the investigation at hand. This was mainly obtained by using questionnaires, focus group discussions and observations by the researcher. Besides, information was also sought through interviews with participants. The questionnaires were pre-tested to test their simplicity and whether they would capture the desired information.

### **(ii) Secondary data**

This was mainly collected from the published and unpublished literature within the objectives and from various journals and research papers particularly available on the internet. Bulk of the information was sourced from the Central Statistics Office (CSO), Ministry of Education and School documents such as class registers, report forms and punishment books in the sampled high schools.

## **3.6 Data collection instruments**

In order to collect primary data which comprised both quantitative and qualitative features, questionnaires and focus group discussion guide were used respectively. The questionnaires consisted of both open ended and closed questions. As regards quantitative data collection tool, most of the questions had alternative responses from which the respondent had to make a choice. In certain cases, the respondent had to rate their responses. Some questions were disguised. This means that the type of questions posed did not make the purpose obvious to respondents. This was done in this way so that biased answers are avoided and reducing suspicion between the researcher and respondents.

## **3.7 Mode of Data Collection**

The questionnaires were administered in person by the researcher to the respondents in the study. Respondents had to complete the questionnaire on their own. This was either in the presence of the researcher, in which case there

was an opportunity for respondents to seek clarification, or the researcher's absence in which case respondents completed the questionnaire in privacy for latter pick ups. In other words, it resembled more of personal interview, than mailing because of interactions involved.

It was found appropriate in this study to use self administering questionnaires because in certain instances, the respondents had to rate some activities of their clients and in some instances they had to give their personal opinions. It was for these reasons that other models such as telephone could not be used. Mailing, though was partly used, it was found that it was inappropriate because of the high probability of losing the questionnaire and in any case, mails take long before they are delivered back to the researcher.

As regards qualitative data, focused group discussions were held with the pupils in the three High Schools and the school managers. The researcher led the interview and at the same time took notes of the responses.

### **3.8 Data Analysis**

The collected data was analysed as follows:

#### **3.8.1 Quantitative Data Analysis**

A data analysis screen was developed. Data entry operators were taught how to code and they coded the questionnaires before data entry. Then codes were introduced in the database and the data validated using questionnaires and validation list, and actual analysis was done using the Statistical Package for Social Sciences (SPSS).

After the initial output, the data was cleaned before the generation of Tables, Frequencies, Graphs, Bar-charts, Pie-charts and cross-tabulations for detailed data analysis, where necessary.

### 3.8.2 Qualitative Data Analysis

The qualitative data collected from focus group meetings, key informants and consultative meetings was transcribed and post-coded for qualitative analysis using thematic content analysis. The data entry screens for generating tally sheets was prepared. To this effect, each of the specified objectives in this study was taken on its own and the following stages applied when analysing:

- Stage 1: All data was collected using transcripts or notes
- Stage 2: At this stage data was read through with intent of in-depth understanding of the data
- Stage 3: This stage involved re-reading the transcripts and open coding (formation of categories)
- Stage 4: The list of categories formulated in 3 were surveyed and grouped together under higher-order heading, and thus some of the heading that are similar were collapsed.
- Stage 5: A further scrutiny on the collapsed categories resulted in another collapse of similar headings.
- Stage 6: At this stage, two independent colleague repeated the same process as in stage five.
- Stage 7: Transcripts re-read alongside the finally agreed list of categories in order to establish the degree to which the categories cover all aspects of the interviews. This allowed for any adjustments to be made. The codes then were identified by using different colours making each one unique.

Stage 8: Coding was then made according to the final list colour of different categories.

Stage 9: All items of each code/category were put together.

Stage 10: The cut out sections pasted together onto sheets, headed up with appropriate headings.

Stage 11: Rechecked each of the pasted sections before starting to write on each of them and comparing with the outcome from quantitative analysis.

### **3.9 Interpretation of Data Analysis**

Analysed quantitative data was interpreted by frequencies; tables; graphs; bar-charts; pie-charts and cross tabulations, whereas analysed qualitative data was interpreted through theme and content. Thus by this approach, the study findings through quantitative data complemented qualitative data.

### **3.10 Draft Report Writing**

From the findings of this study, a draft consultancy report was developed including findings, lessons learnt and recommendations in accordance with the objectives of the study. The report was peer reviewed before presenting it.

## CHAPTER FOUR

### PRESENTATION OF STUDY FINDINGS

#### 4.0 Introduction

This chapter presents the findings of the study. The study results of the investigation are presented under the following sub headings; causes of indiscipline; effects of indiscipline; and strategies that can be used to curb it. The findings presented in this chapter are responses from both pupils and teachers including other stakeholders. Responses from the focus group discussions and data from the analysis of school records such as class registers, report forms and punishment record books are also presented in this chapter.

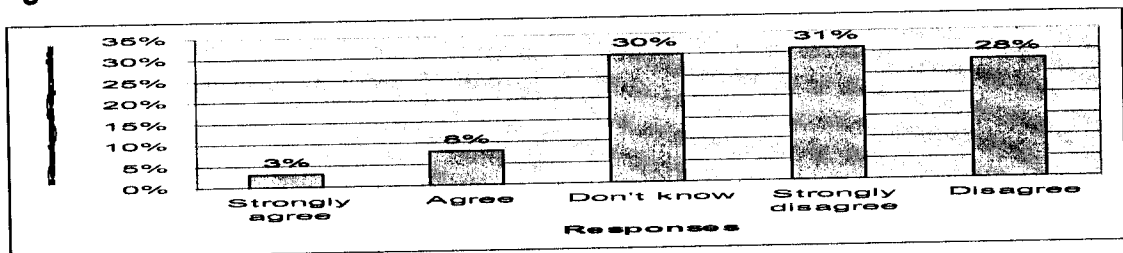
#### 4.1 Nature of Discipline perpetuated by Grade 12 pupils

Nature of indiscipline was set as an objective in this study and findings on the nature of indiscipline practiced by grade 12 pupils in the sampled schools include absenteeism, bullying and use of abusive language to fellow pupils, failure to obey school authorities and indecent dressing.

##### 4.1.1 Absenteeism as a nature of indiscipline

Respondents were asked whether absenteeism is one of the indiscipline activities that are perpetuated by Grade 12 pupils in high schools. Results presented in Fig. 4.1.1 below shows that 31 % of the respondents strongly disagreed, 30 % of the respondents were not certain, 28 % of the respondents disagreed, 8 % of the respondents agreed and 3 % of the respondents strongly agreed.

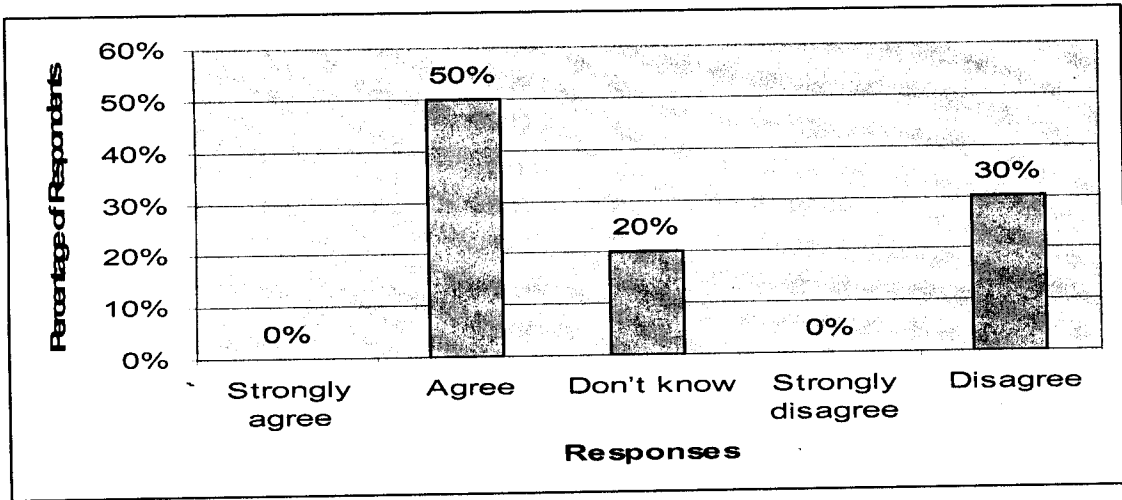
**Fig. 4.1.1: Absenteeism as a nature of indiscipline**



### 4.1.2 Bullying and Use of Abusive Language to fellow pupils

Respondents were asked whether or not they agreed to the statement “bullying and use of abusive language to fellow pupils was prevalent in the sampled schools”. Results show that 50% agreed the presence of bullying among fellow pupils. Those that disagreed were 30% while 20 percent could not be decisive on this issue. These results are presented in Fig. 4.1.2 below.

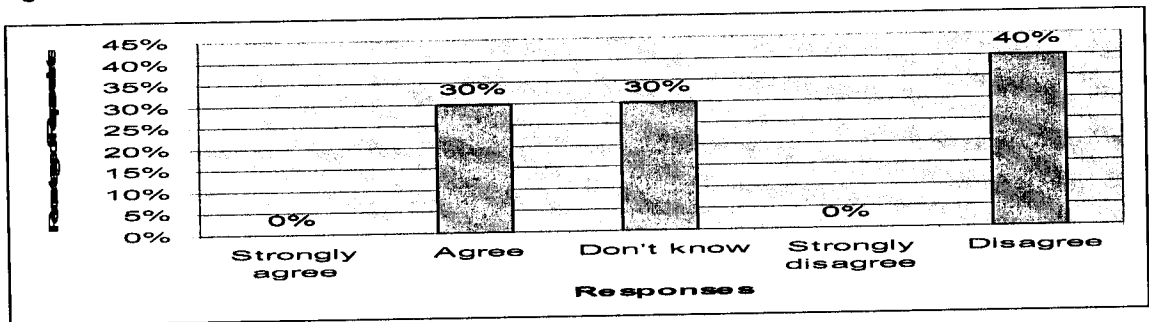
**Fig. 4.1.2: Bullying and use of abusive language to fellow pupils**



### 4.1.3 Failure to obey school authorities

Respondents were asked whether or not some pupils obeyed school authorities. Results (Fig. 4.1.3) indicate that 30% agreed while 40% disagreed to the statement. Those that expressed lack of knowledge on the subject matter were 30%.

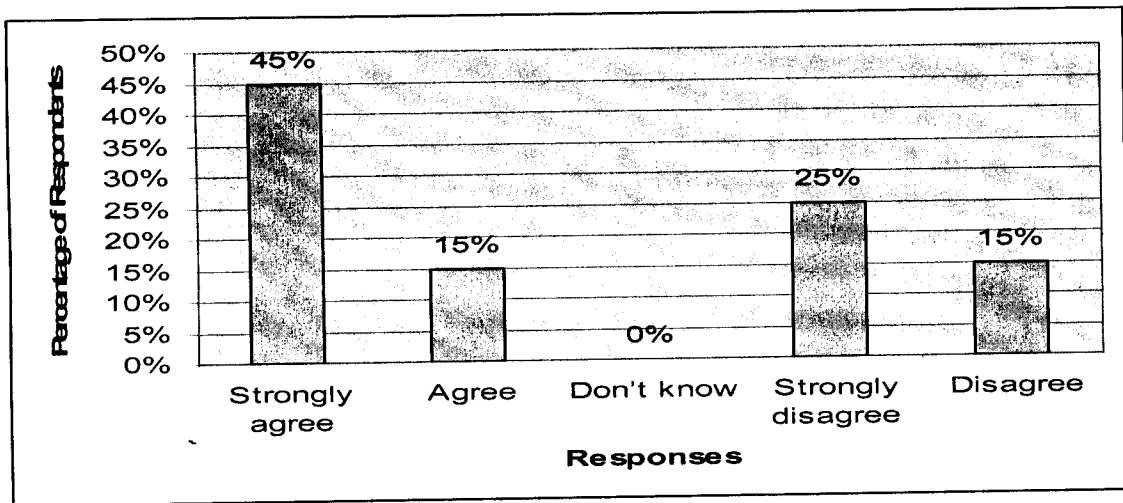
**Fig. 4.1.3: Failure to obey school authorities**



#### 4.1.4 Indecent Dressing

Respondents were asked whether or not indecent dressing was prevalent among Grade 12 pupils in the sampled schools. Findings (Fig. 4.1.4) show that 45% strongly agreed, 15% agreed while 25% and 15% strongly disagreed and disagreed respectively.

**Fig. 4.1.4: Prevalence of Indecent dressing among pupils**



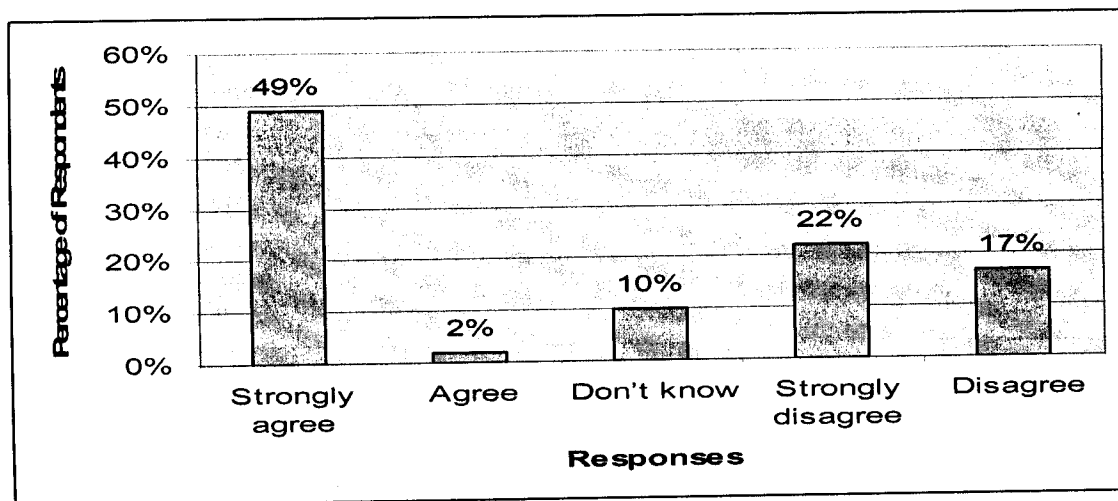
#### 4.2 Causes of Indiscipline

This study had set causes of indiscipline among Grade 12 pupils in high schools as one of its specific objective. Causes of indiscipline covered in this study include, insensitivity of teachers to challenges of indiscipline, peer pressure and drug abuse among the Grade 12 pupils, parental support and lack of parental-school authorities collaboration.

##### 4.2.1 Sensitivity of Teachers to indiscipline pupils

Respondents were asked whether or not teachers were sensitive to challenges of indiscipline in their classes. According to respondents (Fig. 4.2.1), 49% of the respondents strongly agreed that teachers were not sensitive to challenges of indiscipline in their classes while 22% of the respondents strongly disagreed. Those who disagreed, uncertain and agreed were 17%, 10% and 2% respectively.

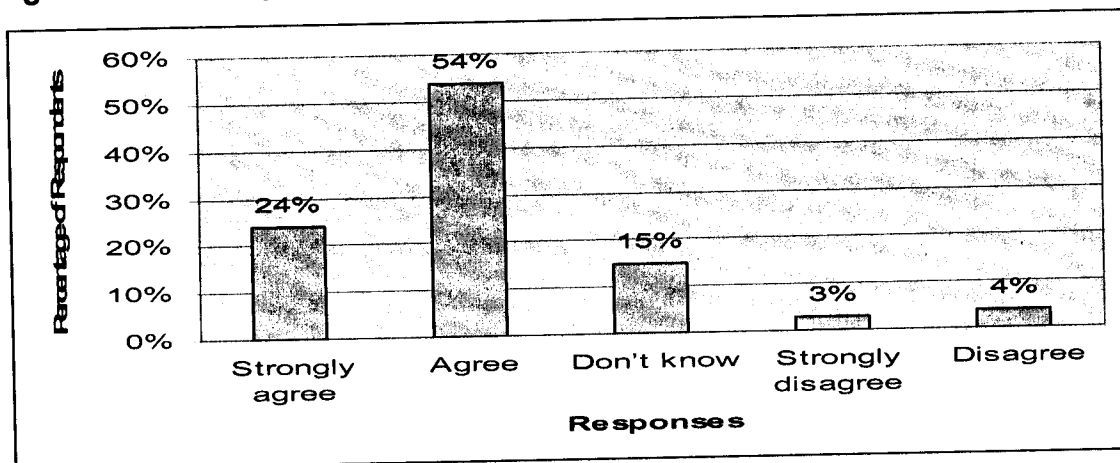
**Fig. 4.2.1: Sensitivity of teachers to challenges of indiscipline in their classes**



#### **4.2.2 Peer pressure and drug abuse as a cause of indiscipline**

Peer pressure has been noted in the literature review that may be one of the causes of indiscipline among Grade 12 pupils. Pupils were asked if peer pressure is indeed a cause of indiscipline. Results (Fig. 4.2.2) show that some Grade 12 pupils misbehave due to peer pressure and drug abuse, 24 % of the respondents strongly agreed, 54 % of the respondents agreed, 15 % of the respondents were not certain, 4 % of the respondent disagreed and 3 % of the respondents strongly disagreed.

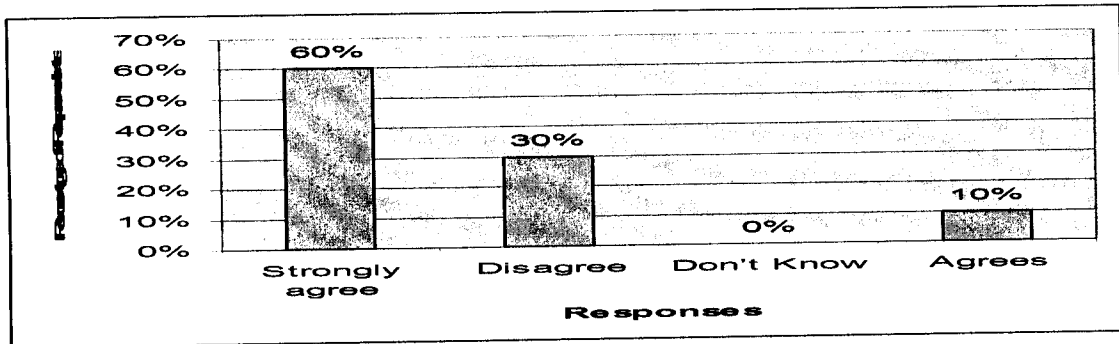
**Fig. 4.2.2 Peer pressure and Drug abuse as a cause of indiscipline**



### 4.2.3 Parental Support

Respondents were asked if they agreed or disagreed with the statement that pupils whose parents do not support them at home often commit disciplinary offences at school. Results presented in Fig 4.2.3 indicate that 60 % of the respondents strongly agreed, 10 % of the respondent agreed while 30 % of the respondents disagreed.

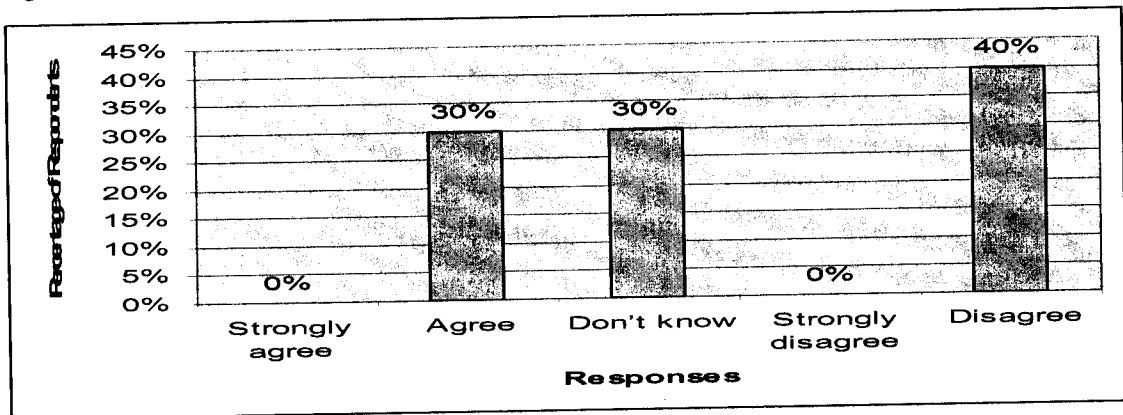
Fig. 4.2.3: Parental Support



### 4.2.4 Lack of Parental-School authorities Collaboration

Respondents were asked if they agreed or disagreed to the statement that lack collaboration between parents and school authorities promote indiscipline among Grade 12 pupils. Results show that 67% agreed while 20% disagreed. Those that were not sure were 13%. These results are present in Fig. 4.2.4 below.

Fig. 4.2.4: Lack of parental-School Authorities Collaboration



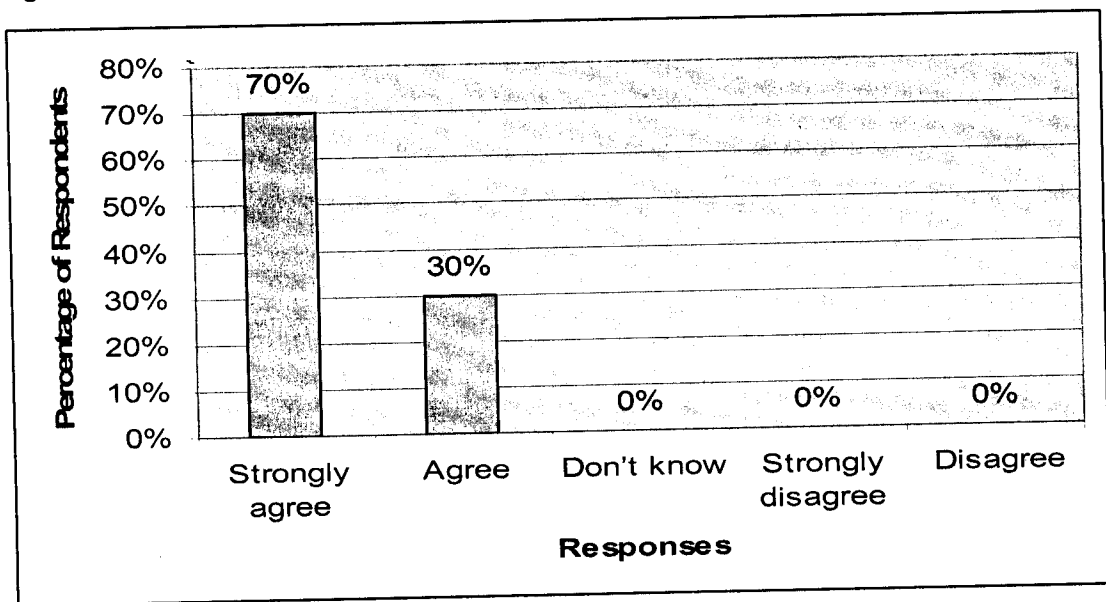
### 4.3 Effects of Indiscipline

An investigation into effects of indiscipline among grade 12 high school pupils was set as one of the specific objectives for this study. This section presents findings on the effects of indiscipline which include lagging behind in learning, risk of being denied access to education, increased chances of failure and the risk of contracting HIV/AIDS.

#### 4.3.1 Lagging behind in Learning

Respondents were asked if they agreed or disagreed to the statement that pupils who engage in indiscipline activities lag behind in learning. Study findings (Fig. 4.3.1) indicate that 70 % of the total respondents agreed while 30 % of the total respondents strongly agreed.

**Fig. 4.3.1: Lagging behind in Learning**

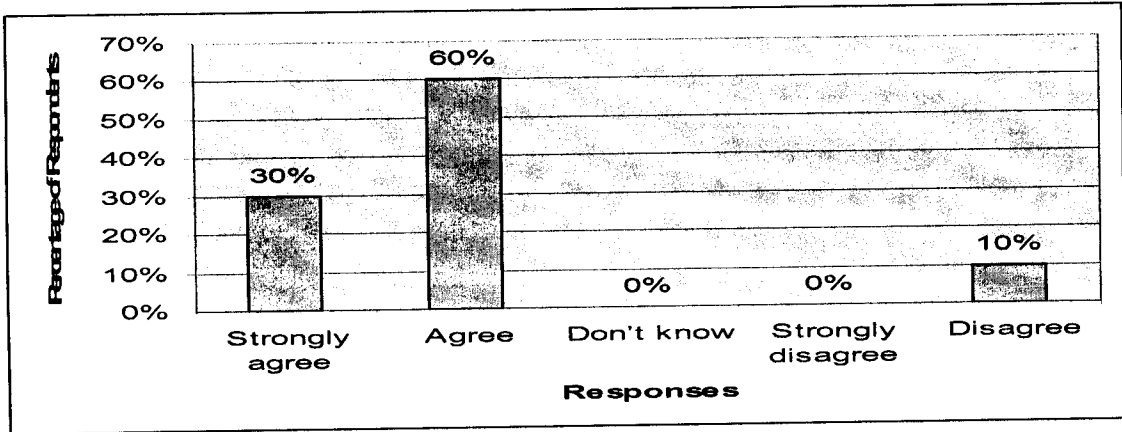


#### 4.3.2 Risk of being denied education access

Respondents were asked whether or not they agreed with the statement that school rule offenders run greater risks of being denied education access than pupils who are well behaved. Findings (Fig 4.3.2) of this study indicate that 60%

of the total respondents agreed, 30% of the total respondents strongly agreed and only 10% of the total respondents disagreed.

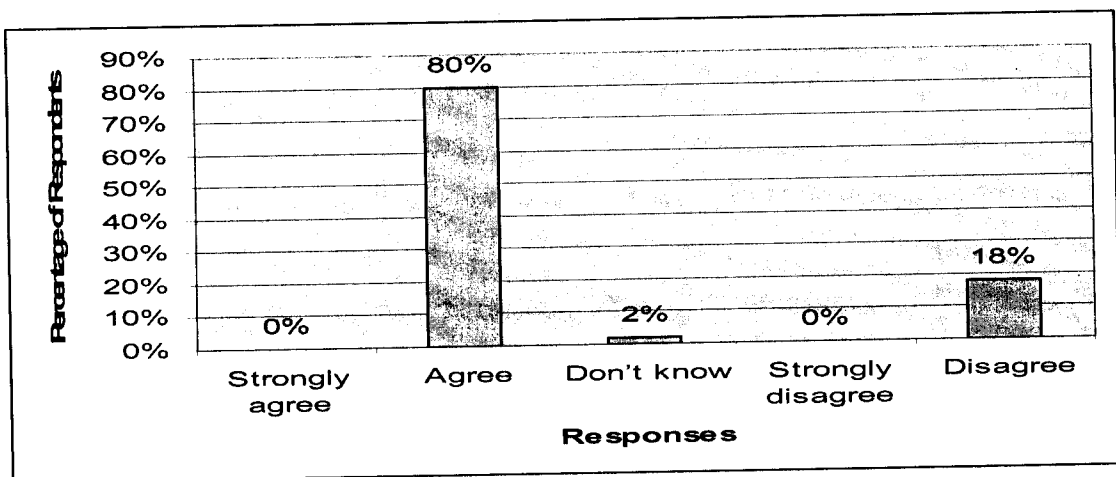
**Fig. 4.3.2: Risk of being denied education access**



### 4.3.3 Indiscipline increases Failure rate

Respondents were asked if they agreed or disagreed to the statement that indiscipline de among grade 12 pupils increases the failure rate at Grade 12 Examinations. Results (Fig 4.3.4) show that 80% of the respondents agreed, 18% disagreed while 2 percent had no idea on this issue.

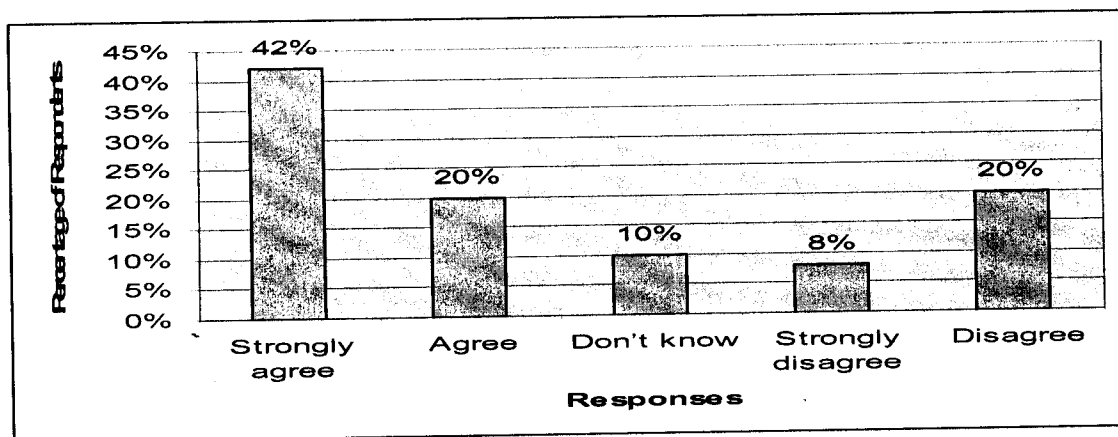
**Fig. 4.3.4: Indiscipline increases Failure rate**



### 4.3.3 Indiscipline increase chances of Contracting of HIV and AIDS

Respondents were asked whether they agreed or not to the statement that indiscipline pupils especially those involved in drug and alcohol abuse are at higher risk of contracting HIV and AIDS. Results indicate that 42% and 20% strongly agreed and agreed respectively. Those that strongly disagreed were 8% while 10% were not sure and 20% disagreed and were not sure of the relationship respectively.

**Fig. 4.3.4: Indiscipline increase chances of Contracting of HIV and AIDS**



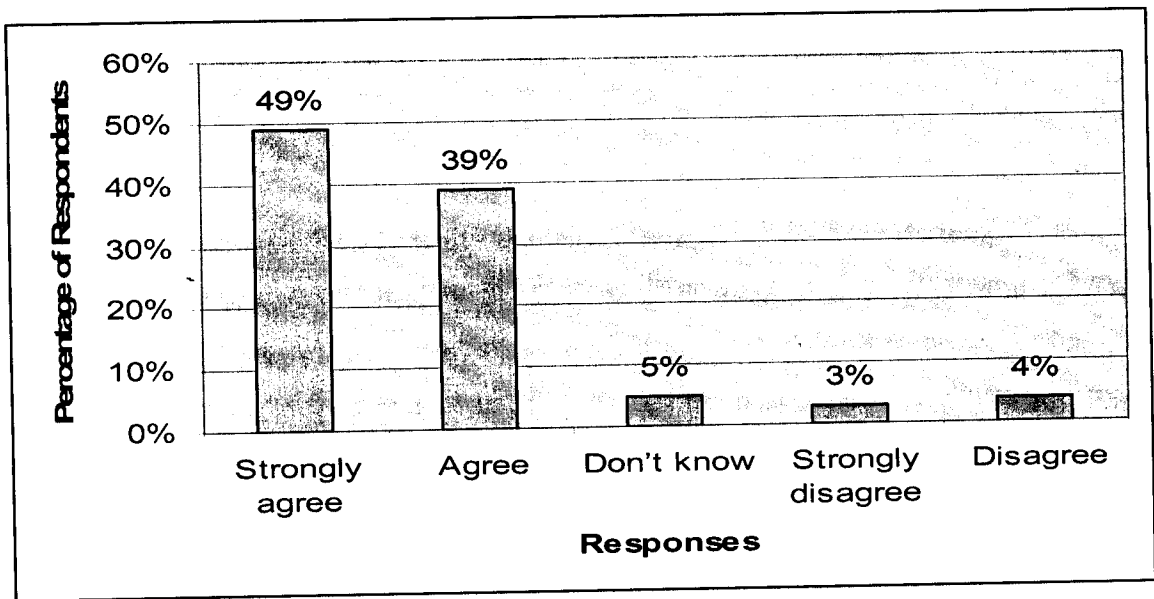
### 4.4 Strategies to curb indiscipline among Grade 12 Pupils in high schools

In order to curb indiscipline among grade 12 pupils in high schools, it is important to devise strategies that can minimize indiscipline. Identification of such strategies was set as one of the specific objectives of this study. This section, therefore, presents strategies that can be employed to curb indiscipline among grade 12 pupils in the sampled high schools. Strategies covered in this section include; training of teachers in conflict management, designing school management policy on pupil indiscipline, teachers undertaking refresher course on behaviour management counseling and involvement of all stakeholders in designing school rules.

#### 4.4.1 Training of Teachers in conflict Resolution skills

Respondents were asked if they agree or disagreed to the idea of training teachers in conflict resolution skills in order for them to handle behaviour management issues. Results (Fig 4.4.1) show that 49 % of the respondents strongly agreed, 39 % of the total respondents agreed, 5 % of the respondents were not certain, 4 % of the total respondents disagreed while 3 % of the total respondents strongly disagreed.

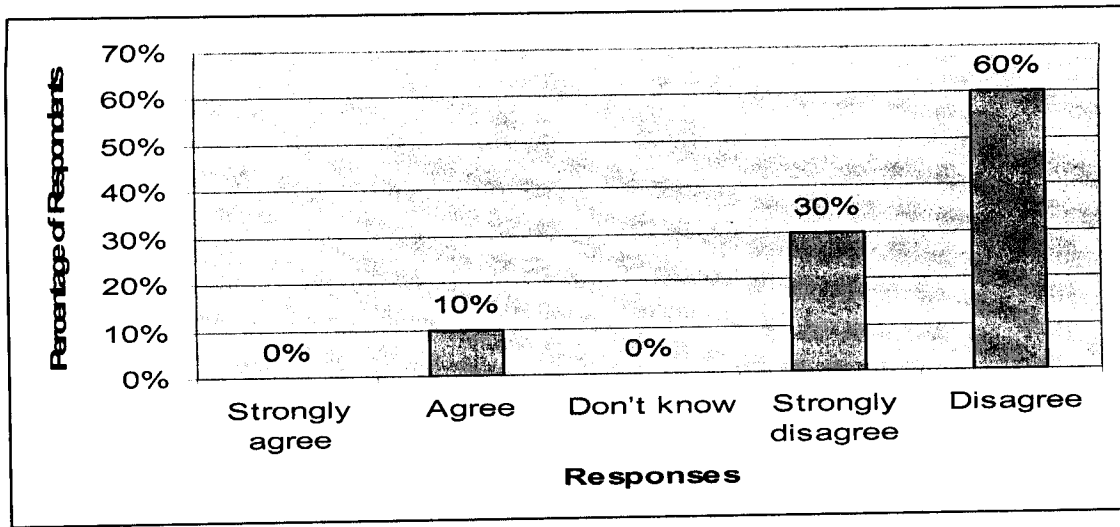
Fig. (4.4.1): Training of teachers in conflict Resolution Skills



#### 4.4.2 School Management Policy to deal with pupil's Behaviour

Respondents were asked if they agreed with the statement that school management policies are not effective to deal with pupils' indiscipline behaviour. Results (Fig. 4.4.2) show that 60% of the total respondents agreed, and 30 % of the total respondents strongly disagreed while only 10% of the total respondents agreed.

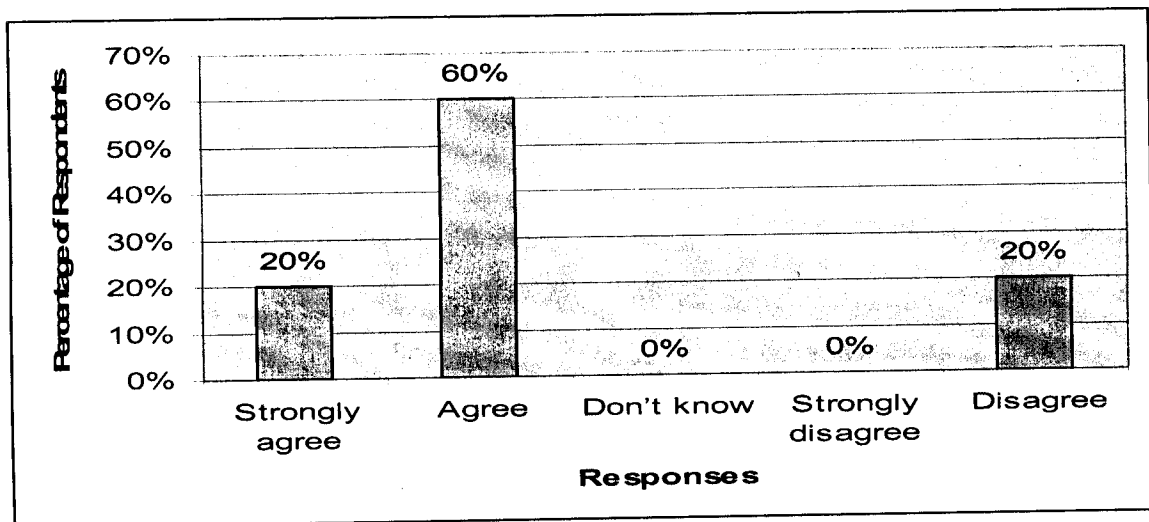
**Fig. 4.4.2: Ineffective School management policy to deal with pupils' behaviour**



#### **4.4.3 Refresher courses in behavior management and counseling**

Respondents were asked if they agreed or disagreed to the statement that all teachers should be accorded an opportunity to undergo refresher courses on counseling and provide pastoral care to disciplined pupils. Findings indicate that 60% of the total respondents agreed, 20% of the total respondents strongly agreed and 20% of the total respondents disagreed.

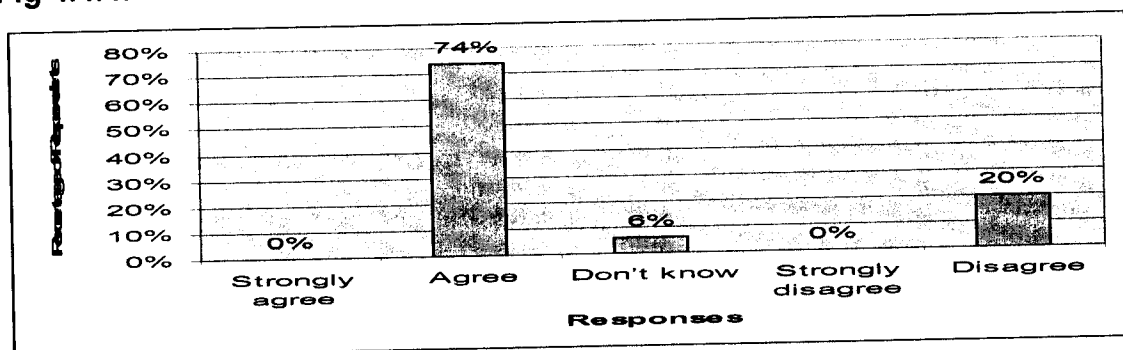
**Fig. 4.4.3: Provision of Refresher course in behavior management and counseling**



#### 4.4.4 Involvement of all stakeholders in designing school rules

Respondent were asked whether or not they agreed with the notion that in designing school rules all stakeholders (teachers, PTA and pupils) must be involved to attain ownership of the rules. Results show that 74% agreed, 20% disagreed while 6% did not know how best to handle the issue. These results are presented in Fig. 4.4.4 below.

**Fig 4.4.4: Involvement of all stakeholders in designing school rules**



## **4.5 Data from Record review and Focus Group Discussions**

This section presents data captured from record and focus group discussion with various stakeholders. The section covers data from class registers, report forms, punishment record books and focus group discussions from school managers, teachers and pupils.

### **4.5.1 Data from Class Register**

A class register is an official document in school which contains the names of pupils, date of birth, date of first entry into School, address of where the pupils reside, Sex, name of parent or guardian, nationality status and weeks of the term.

The registers looked at revealed that most of the pupils were not attending all lessons regularly as evidenced by the mark "X" indicated against names for those pupils who absent themselves from lessons and mark "Y" for those pupils who report late for lessons after the register has been marked.

The registers also revealed that most times the pupils get permission to stay away from lessons. This was evidenced by the mark "L" which meant that the pupils got leave from teachers. The registers revealed that most of the pupils were being looked after by guardians and not biological parents as evidence by the information found in the register.

### **4.5.2 Data from Report forms**

A report form is an assessment form used by the class teachers to monitor pupils' performance in all their learning areas and behaviour. The report form is prepared at the end of every term. This is a mirror for both teachers' and the pupils' performance. This form is very important as it provides the administration and parents' information on the performance of both teachers and pupils.

The records of report forms revealed that most of the pupils' academic performance was average. In most of the report forms, class teachers indicated that there was need for parents to encourage their children to work hard whenever they were at their respective homes by ensuring that they attend to their homework. The records of report forms in some cases indicated that some pupils needed to improve in their behaviour and this was emphasized by the heads of the high schools where those pupils were learning.

### 4.5.3 Data from punishment record books

A punishment record book is a book where all disciplinary proceedings in school are recorded. This book contains names of pupils who commit offences, the nature of offences committed and type of punishment administered to the offenders.

The table below (Table 4.5.3) shows the nature of offences, number of pupils punished and type of punishment in three sampled High Schools in Lusaka district for the period January 2008 to November 2008.

**Table 4.5.3: Offences, number of pupils punished and punishments given**

Nature of offence	Number of pupils punished	Type of punishment leveled
1. Stealing	2	Digging a pit
2. Use of abuse language	10	Picking litter in School
3. Disrespect for Teachers	20	Picking litters and watering the flowers in school
4. Incorrect Uniforms	50	Sent back home or dormitory to wear proper uniforms

5. Reporting late for lessons	60	Picking litter in School
6. Absenteeism	40	Slashing lawns
7. Going out of bounds.	30	Sweeping and water flower beds
8. Dodging lessons and	50	Watering flower beds
9. Destroying school property	20	Replacing property and slashing lawns
10.Noise making in class	30	sweeping the class and picking litters
11.Fighting	40	Digging a pit
12.Beer drinking and drug abuse`	70	Digging a pit
13. Casual Sex	2	suspension
14.Canal knowledge	10	Digging a pit
15.Jumping over wall fence	20	Sweeping and picking litter

From the above table, it can be observed that there were 70 pupils who were involved in beer drinking and punished by school authorities for their indulgence in this act. This is followed by 60 pupils who were reporting late for lessons while 50 pupils in the sampled high schools were punished for incorrect dressing and another 50 pupils were punished for dodging lessons. Those that were punished for fighting and absenteeism were 40 pupils for each offence and 30 pupils were punished for noise making in their classes while the same number of pupils were punished for going out of bounds.

Those that were disrespectful to their teachers were 20 pupils and the same numbers of pupils were punished for vandalising school property and jumping over the wall fences. The offence of use of abusive language had recorded 10 pupils while 5 pupils were punished for stealing and 2 pupils were punished for engaging in casual sex.

#### **4.5.4 Data from High School Managers**

It was revealed that all school managers from the three high schools felt that indiscipline was as a result of lack of sensitivity by teachers. They stated that teachers were not sensitive to what went on in school/ class. It was also pointed out that Indiscipline was also caused by some pupils' behaviour; it was stated that some pupils come from homes where parents fail to provide most of the essentials and engage in domestic violence. The school managers pointed out that the environment where children were brought up contributed to causes of challenges of indiscipline. They argued that children are exposed to all sorts of vices such as drug abuse, watching pornographic materials and beer drinking at their homes. The managers indicated that the most frequent offense pupils were punished for was beer drinking. They pointed out some school going pupils became so drunk that they ended up being violent to their own teachers. The school managers revealed that the withdrawal of corporal punishment had contributed to the rampant increase in indiscipline amongst pupils in high schools. It was pointed out that corporal punishment was a deterrent to indiscipline in schools.

The managers argued that the teaching of human rights to pupils had contributed to challenges of indiscipline in high schools. The pupils knew their rights and no one would stop them from doing what they claimed was a right. The managers also said that there was over protection of some children on the part of parents. This makes these school going children to be denied freedom to mix with other friends and this to managers posed a lot of challenges as they observed that these children who come from homes where they are over protected misbehave

at the time they are away from their parents. The school managers said that some of the pupils were coming from homes where a single parent or both parents had been affected by HIV/AIDS. The managers said this posed a challenge to learning good ethics in their lives as these children usually showed challenges of indiscipline since they had no one to guide them at home on how best they could behave.

#### **4.5.5 Data from Pupils**

Pupils felt that the school administration and the class teachers needed to involve pupils in the formulation of rules. They said that some school rules which the teachers and administration set could not be accepted because there was no consistence in upholding them. The pupils said when some pupils break some rules they were treated fairly while others were treated unfairly and this made the pupils who were treated unfairly to become stubborn at school. The pupils said there was need for all the classes in high schools to have class masters who would be entirely in charge of those classes to guide the pupils on what was expected of them when they are in school or when they are out of school. They said classes which have no class masters in- charge were classes where you would find a lot of noise makers and pupils that were truant were found. In these classes pupils abscond lessons to go either drinking or venture in other mischievous activities.

The pupils said that the abolishment of corporal punishments had also contributed to indiscipline among high school pupils. They said it was so because the pupils were aware that no teacher was allowed to beat or administer any other kind of corporal punishment on a pupil. The pupils said that most of the grade twelve pupils became so excited because of being in the final grade that they felt they could not be controlled. The pupils also said that teachers also need to be trained in counseling as this would help to educate the pupils on the dangers of peer pressure and drug abuse. They said that when teachers were equipped with counseling techniques, they would be able to help pupils make

wise decisions when faced with a challenge. The pupils mentioned beer drinking, drug abuse and peer pressure as being quite rampant. The pupils said that most of the teachers didn't show concern for pupils who were indisciplined and this made the challenges of indiscipline to increase in school. They said special training should be conducted for teachers so that they could be able to handle pupils in difficult disciplinary circumstances.

#### **4.5.6 Data from Guidance and Counseling Teachers and Class Teachers**

The counseling and guidance teachers and class teachers said that there were a lot of trends in the society that affected the youths. The changing dress styles, dance styles, hair styles and the latest popular music had contributed to challenges of indiscipline among pupils in high schools. Most pupils would want to try out what is new in the society without considering the repercussions. They said that most of the pupils in schools were influenced due to peer pressure and drug abuse, this made the pupils in schools fail to cope with the school rules as they felt the rules impinge on their rights. The teachers said the dressing styles had adversely affected their life styles, boys wear trousers beneath the buttocks (sagging) while girls wear very tight clothes and this made boys and girls go into relationships which are not acceptable.

## **CHAPTER FIVE**

### **DISCUSSION AND INTERPRETATION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings that have been presented in the preceding chapter on the nature, causes, effects and strategies towards alleviating the challenges of indiscipline among Grade 12 pupils in high schools.

#### **5.1 Nature of Indiscipline**

This study has revealed that different types of indiscipline activities are undertaken by Grade 12 pupils in High schools. The notable ones among them are absenteeism, bullying and use of abusive language to fellow pupils, failure to obey school authorities and indecent dressing.

Going by the responses presented in Chapter 4 on absenteeism as a nature of indiscipline, knowledge gap was noted among respondents. It seems absenteeism from school has not been taken seriously as being an indiscipline practice. This is noted by the responses that only 8% attributed absenteeism from school as an indiscipline act. It is therefore critical for school authorities to raise awareness on absenteeism as an indiscipline activity.

As regards bullying and use of abusive language towards fellow pupils, majority of respondents (50%) agreed that it was an indiscipline act, while 30% disagreed. This entails that there is knowledge gap among respondents that bullying and use of abusive language to fellow pupils is an act of indiscipline. However, it must be pointed out that the percentage of respondents who were uncertain on this issue (20%) was too high indicating that still knowledge gap existed on this nature of indiscipline among respondents.

Failure to obey school authorities was recognized as one of the type of indiscipline perpetuated by Grade 12 pupils in high schools. Findings indicate

that majority of the respondents (40%) disagreed with the notion that pupils must obey school authorities. This is a worrying response compared to 30% that agreed to obey school authorities. Additionally, the percentage of respondents that expressed uncertainty on obeying school authorities was quite high indicating that there is need to raise awareness for pupils to obey school authorities.

Indecent dressing received overwhelming (60%) response as a form of indiscipline among respondents despite a good proportion opposing it (40%). This entails that dressing code for pupils should be taken seriously and school authorities need to continuously monitor the dressing of their pupils as noted by high knowledge level. Knowledge on indecent dressing as a form of indiscipline was adequate despite the need to continue advocating for this issue among school stakeholders.

## **5.2 Causes of Indiscipline**

This study has produced a complete portrait of the prevalence of indiscipline challenges and the factors that contribute to them, across high schools. Its findings complement many of the existing studies conducted previously, and confirm much of what is already widely perceived.

Where this study provides added information, however, is in helping to disentangle the relative importance of the various types of factors that contribute to indiscipline within and outside school environments among grade 12 pupils.

The results confirm that indiscipline is both frequent and severe in high school environment, with the vast majority of teachers, school managers and pupils observing indiscipline, conflict and violence. Most significantly, the results of the study point to the enormous contribution made to school indiscipline and violence by factors that are well within the control of school and education system management. These include a school environment that is clean and quiet, has

strong academic press, offers many activities and has trained teachers who are interested in pupils.

A clear and coherent school discipline policy that is known to teachers and pupils and actively and consistently enforced also plays a role in school discipline. Qualitative results pointed to the key role by high level education policy, at the ministry level, in defining and supporting appropriate disciplinary practices throughout the education system in the country.

Another critical factor that is within the purview of school management is supervisory practices that leave spaces within the school unwatched by adults or un-owned. The possibility of unsupervised entry into the school compound, pupils traveling long distance between classrooms, and pupils getting pushed around are the most consistent factors of verbal and physical aggression, across times and spaces. This factor is important for pupils, teachers and school managers, and appears to be especially important in determining the severity of indiscipline experienced by teachers.

A third issue that emerged from the study, confirming previous anecdotal accounts, is the high frequency of lax teacher behaviour i.e. arriving late, leaving early, and being absent from class when scheduled to be there. These practices are highly associated with poor school discipline policies and high levels of indiscipline. The apparent lack of professionalism and lack of accountability among some teachers are disturbing in themselves, but the fact that they contribute to indiscipline that affect all teachers and pupils raises serious concerns.

The other factors noted in this study that cause indiscipline are peer pressure, drug abuse and taking alcohol. The study has revealed that most of the Grade 12 pupils engage themselves in these vices. According to respondents, 78% agreed that most of Grade 12 pupils engage in indiscipline activities due to peer

pressure and drug and alcohol abuse. These findings are similar to those of Mwanakatwe (1974).

Poor parental-school authority collaboration was noted in this study as one of the major causes of indiscipline among school pupils. It was revealed that majority of parents do not take keen interest in collaborating with teachers in monitoring the behaviour of their children and that parents only go to schools to collect report forms and nothing more. It was reported that lack of effective feedback between parents and teachers perpetuate indiscipline among pupils in that it takes time for parents to actually find out about the performance and behaviour of their children because report forms are only prepared once per term.

Additionally, lack of parental support was noted to exacerbate indiscipline among pupils. Majority of respondents (70%) agreed that some pupils that lack parental support engage in indiscipline activities at school. These findings are similar to those of Larson (1994) who indicated that lack of parental control when children engaged in indiscipline activities perpetuates it.

### **5.3 Effects of Indiscipline**

This study has revealed Grade 12 pupils engage in indiscipline activities lag behind in learning. Respondents (100%) agreed that indiscipline pupils lag behind in learning due to non regular attendance of classes. In focus group discussions it was pointed out that these pupils lose out because most of the times indiscipline pupils are sent away from school making them to lag behind in class. This was echoed by class teachers who said that they would not be interested in teaching pupils who are indiscipline as they fear that these children might interfere and disrupt lessons and embarrass the teacher in class. These findings are similar to those expressed by Gladden (2002).

Further this study has revealed that pupils that are engaged in indiscipline activities risk being denied education access. Majority of respondents (90%)

agreed that indiscipline pupils should not have access to education as compared to 10% who disagreed. This entails that pupils must maintain high levels of discipline for them to continue to have access to education. Additionally, the study has revealed that indiscipline pupils increase the failure rate at Grade 12. This was supported by the majority (80%) of respondents who agreed that indiscipline contributes to a high failure rate among Grade 12 pupils. This entails those schools with many indiscipline pupils are bound to have a higher failure rate at Grade 12 than schools with less indiscipline pupils.

This study has revealed that most of the grade 12 pupils in high schools take drugs and alcohol. Majority of respondents (62%) agreed that indiscipline pupils have a higher risk of contracting HIV/AIDS as compared to 20% who disagreed. These findings were noted also in focus group discussions that when pupils have taken alcohol and drugs they are highly hypnotized and consequently end up indulging themselves in activities that are not acceptable in schools. When pupils are under the influence of peer pressure, alcohol and drugs, their judgment gets impaired and consequently this makes them to engage in casual sex without practicing safer sex and eventually this could lead to contracting of HIV and AIDS among the high school pupils. These findings are similar to those of Mukharjee (1985).

#### **5.4 Strategies to combat Indiscipline**

The findings of this study have revealed that one of the causes of indiscipline among pupils is the lax behaviour of some teachers. Majority of respondents (88%) agreed that teachers need to be equipped with conflict resolution skills. This was also widely agreed upon in focus group discussions that behaviour modification and counseling training should be a priority amongst teachers in high schools. Respondents emphasized that all teachers in high schools should receive training in conflict resolution skills because most of the pupils in high schools are in an active age group and this forces them to try out a number of things.

The findings are similar to those of Johnson (1966) who also called for appropriate pre service and in –service training in conflict resolution skills so as to promote a positive change in attitude and behavior of some teachers and school managers towards addressing the challenges of indiscipline for affected school pupils. In some focus group discussions, discussants said that some teachers and school managers have 'I don't care' type of attitude in addressing challenges of indiscipline and this has contributed to indiscipline because pupils are aware that teachers and school manager are not concerned with their welfare and this makes pupils to misbehave as they know that they are un noticed even if they did something not acceptable.

The findings show that there is need for all the teachers to be trained in counseling so as to counsel the pupils and provide pastoral care to indiscipline pupils. Pupils who are indiscipline should be assured and given tasks commensurate to their level to keep them busy all the time as this will lessen their engaging in indiscipline activities. The findings also shows that there is need for teacher training colleges to intensify on how best they can equip teachers with thinking skills and life skills so that they can be able to meet the educational psychosocial and vocational challenges faced by indiscipline pupils in classes and schools.

This study has also shown that there is need for development and implementation of effective indiscipline management policy among high schools. However, this was disagreed by majority of respondents (90%) in that they considered the current indiscipline management policy to be effective. As regards those that agreed to the development of an effective indiscipline management policy, they explained that the current policy had a lot of flaws hence increased number of indiscipline cases in high schools among grade 12 pupils.

In focus group discussions, discussants suggested that cases of breaking school rules or wrong doing, there is need to have a policy so that a pupil is given a chance to exculpate himself or herself and that a class teacher should find time to listen to the explanation. When the case is obvious and the pupil accepts it, there is no need to spend time on an investigation. The pupil who is punished must understand that he or she had a chance to explain the situation and that the punishment is being given after a thorough and objective investigation. It is prudent to conduct the investigation in private. It should not be done in public or in front of the pupil's peers. A private investigation is an indication of mutual respect. If the pupils do not provide the correct information, he must not be called a liar or a cheat. Time should be allowed for the pupils to confess to the chain of events. A re-investigation should take place if the teacher is sure that the information gathered is incorrect. Witnesses should be called in and every effort made to get the pupil confesses him or herself. Sometimes it helps to lighten the punishment if the pupil tells the truth. A pupil should be made to understand that telling the truth is good and will be rewarded accordingly.

A teacher must develop respect for himself by dressing professionally and by being punctual for classes and duties, listening to pupils and by conducting himself or herself in a respectable and professional manner at all times. If he or she behaves in a reasonable and understanding manner, pupils will respect him and make him their role model, thus reducing disciplinary cases. A teacher who is respected by his or her pupils has fewer problems in his professional life.

Every school must have a dress code. This may be a prescribed uniform, with specific style and colour. It is important for the head teacher to ensure that pupils do not digress from the dress code, either in style or colour. For example, if the prescribed uniform states that long sleeved shirts should be worn, short sleeved shirt must not be allowed. It would be useful if the school had a printed uniform list which is distributed to the parents or guardians when their children join the school for the first time.

If there is no dress code, pupils often dress up in the latest fashions. This may create a casual, relaxed atmosphere. It also encourages pupils to try and out-do each other, and to show off. This may create social strata, which should not exist in a school community. Pupils might spend too much time in the morning deciding what to wear, who to compete with, or how to out-do other pupils.

This study has revealed that there is need to involve all stakeholders in devising disciplinary actions meted on offending pupils. Majority of respondents (74%) agreed that involvement of stakeholders in devising school rules will enable ownership of rules and regulations. These findings are similar to those of Acihlles (2003) who noted the importance of close collaboration among stakeholders including PTAs. In the focus group discussions it was reported that establishment of pupils' council, and involving members of this council in sorting out incidents of bad behaviour, is a useful source of information and consultation. Pupils will feel respected and happy when they are consulted. This creates an atmosphere of mutual respect.

Discussants in focus group discussions explained that there is need for consistency in discipline among pupils between their home and schools as the basis of good discipline. They explained that disciplinary measures at school and home must be similar and parents or guardians need meetings with school authorities to discuss school discipline. These findings are similar to those of Acihlles (2003) that a child will understand discipline better if a similar code of conduct is followed in school and at home. The prime aim of teaching a child to reason, to understand, to respect and to appreciate a code of behaviour is to make him or her a good citizen who would be able to adapt comfortably to life outside his or her school and home.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter presents conclusions and recommendations required for the study targeted at different stakeholders in the education system.

#### **6.1 Conclusion**

The study was set to investigate the nature, causes, effects and strategies towards alleviating challenges of indiscipline among Grade 12 pupils in high schools. The study used both quantitative and qualitative methods of data collection and analysis and applied the labeling theory to the data collected. The study also reviewed the school documents such as registers, report forms, and punishment record book as secondary source of data.

The study indicates that teachers' lack of sensitivity to pupils behaviour in school or classes has a bearing on nature of indiscipline. Pupils are aware of teachers who are concerned with what goes on in school or class and teacher who are not.

The study also revealed that peer pressure, drug abuse and alcohol in-take cause indiscipline among pupils. Pupils imitate what others do in school or classes, usually these are bad habits such as bad dress code where boys wear trousers beneath their buttocks (sagging) while girls wear skin tight clothes and the use of abusive language in school.

The study therefore established that challenges of indiscipline do not only affect the learning of pupils in schools and classes but also has an adverse effect on the entire community, as the moral fiber of the society is threatened. When pupils are indiscipline, they will indulge themselves in all sorts of bad activities of which in some cases can lead them to be denied access to education when they are expelled from school and end up performing poorly at Grade 12 examinations.

Peer pressure, drug abuse and alcohol intake impairs the judgment of pupils and end up engaging in dangerous sexual activities which puts them at high risk of contracting sexually transmitted diseases including HIV/AIDS. Various strategies to combat indiscipline were suggested and are covered in the next section as recommendations.

## **6.2 Recommendations**

This section presents recommendations made on the causes and strategies in curbing indiscipline among Grade 12 pupils in High schools in Zambia. Given that this study has confirmed the causes of indiscipline and strategies assessed on curbing it, recommendations are made as follows:

### **6.2.1 To the Government**

1. It is recommended that the Ministry of Education support the development, implementation and enforcement of clear and comprehensive school discipline policies, at the national level and the level of each school. The formulation and implementation of these policies should involve stakeholders (teachers, parents and pupils) aimed at ensuring their overall endorsement and ownership of the policy.
2. It is recommended that the Ministry of Education should ensure that all professionals within the school system have the capacity to prevent, address and manage discipline problems. This may need:
  - Make an effort to improving school administrators and teachers' capacity to effectively manage discipline using strategies over and above the administration of corporal punishment;
  - During teacher recruitment, training and professional orientation/development ensure to build capacity to effectively deal with disciplinary problems, including development of professionalism and broader sense of responsibility;

- Put in place clear policies for teachers who display the unprofessional practices that are contributing to disciplinary problems; and
- Improving collaboration between schools and Ministry of Education in discipline management, clarifying the role of teachers as support/resource to schools.

### **6.2.2 To High Schools and PTAs**

It is recommended that high schools allocate resources to deal with discipline problems through counseling and remediation. This should include special programmes that will avoid the negative effects of exclusion (suspension and expulsion), complementing teachers and administrators' enhanced strategies and capacities to address discipline problems by involvement of the PTA.

### **6.2.3 To teachers**

It is recommended that PTAs help in improving the quality of school environments aimed at:

- Improve the quality of school and classroom environment by better organization, orderliness and noise control;
- Improve supervisory practices within school as required to reduce opportunities for indiscipline and violence.

## **6.3 Further Research**

It is therefore suggested that further research be undertaken to look at differences in nature, cause and effects of indiscipline between high schools in urban areas and those in rural areas. This would be of greater importance in that it would take environmental issues into account regarding conduct of pupils in these two different environments as they relate to indiscipline behaviour among Grade 12 pupils.

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## Appendix 1

### UNIVERSITY OF ZAMBIA

#### SCHOOL OF EDUCATION

#### DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

#### QUESTIONNAIRE FOR HIGH SCHOOL PUPILS

Tick or circle your response to each given statement. Your response will be treated with high confidentiality.

1. Teachers are not sensitive to problems of indiscipline in their classes.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

2. Teachers send indisciplined pupil away from lessons because pupils' misconduct interfere with active learning process.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

3. pupils sometimes are given corporal punishment by class teachers after being absent from school.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

4. pupils are sent home when they misbehave during lessons.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

5. pupils are frequently absent from school because work to earn money for food and clothes during school time.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

6. Bullying at our school among pupils and members of staff is prevalent and common.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

7. Our teachers given pastoral care and counseling to pupils are involved in undesirable behaviour in our school.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

8. pupils find doing their home work difficult after being suspended from lessons.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

9. Girl children are ill-treated by teachers when they are readmitted into school after being pregnant and they fail to do class tasks.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

10. Teachers need to be trained in conflict resolution skills to support behaviour change among undisciplined pupils in school.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

11. Some grade 12 pupils at this School misbehave due to peer pressure and abuse.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

12. Teachers do not concentrate teaching in classes because of our enrolment among grade 12 pupils.

1. I disagree strongly	2. I disagree	3. I am not sure	4. I agree	5. I strongly agree
------------------------	---------------	------------------	------------	---------------------

Do you have any suggestions?

- a. On causes of indiscipline among grade 12 pupils in high schools  
 .....  
 .....  
 .....
- b. On strategies towards alleviating challenges of indiscipline among grade 12 pupils in high schools  
 .....  
 .....  
 .....  
 .....

**Thank you for responding to the questionnaire**

## Appendix 2

### UNIVERSITY OF ZAMBIA

#### SCHOOL OF EDUCATION

#### DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

### QUESTIONNAIRE FOR MANAGERS OF HIGH SCHOOLS, GUIDANCE AND COUNSELING TEACHERS AND CLASS TEACHERS

District: -----Province:-----  
Name of School: -----  
Gender: Male/Female: -----  
Setting of the School: Rural-----Peri-Urban-----Urban-----

- a. Less than 30 years
- b. Between 40 and 50 years
- c. Above 50 years

#### Instructions:

You are required to tick the right answer in the space provided. In other cases you have to write the answer in the spaces provided for example –Boys grow faster than girls.

1= strongly Agree ✓	2=agree	3= I am not certain	4= I disagree	5= I strongly disagree
------------------------	---------	------------------------	---------------	---------------------------

1. Unruly high school pupils should be fully integrated into the national educational system.

1=strongly agree	2=agree	3= I am not certain	4= I disagree	5= strongly disagree
---------------------	---------	------------------------	---------------	-------------------------

2. Pupils affected by teenage pregnancies face stigmatization by teachers.

1= I strongly agree	2= I agree	3= I am not certain	4= I disagree	5=Strongly disagree
------------------------	------------	------------------------	---------------	------------------------

3. Teachers should institute corporal punishment within the school system to pupils who have committed disciplinary offences.

1= I strongly agree	2= I agree	3= I am not certain	4= I disagree	5=Strongly disagree
------------------------	------------	------------------------	---------------	------------------------

4. Behavior modification and counseling training should be a priority amongst teachers in high schools.

1= I strongly agree	2= I agree	3= I am not certain	4= I disagree	5=Strongly disagree
---------------------	------------	---------------------	---------------	---------------------

5. School rules offenders run greater risks of being denied education access than students who are well behaved.

1= I strongly agree	2= I agree	3= I am not certain	4= I disagree	5=Strongly disagree
---------------------	------------	---------------------	---------------	---------------------

6. Pupils who are orphaned by HIV/AIDS are bullied by other pupils in class/school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

7. Pupils whose parents do not support them at home often commit disciplinary offences in class/school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

8. Pupils from child-headed households often dropout of School.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

9. Pupils who are often sent away from school usually lag behind learning.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

10. Teachers misconduct to some pupils' weak performance at this school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

11. Pupils whose families have been affected by HIV/AIDS experience academic failure in our class.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

12. Pupils at this school who have single parents have more problems than others in class/ in school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

13. Pupils absenteeism is a serious problem among high school children at this class/school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

14. The School management does not have an effective policy to deal with pupils affected by drug/alcohol consumption.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

15. Appropriate pre-service and in-service training is needed to promote positive change in attitude and behavior of school managers and teachers towards addressing of challenges of discipline for affected school-age going children.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

16. School managers and teachers are proactive in identifying pupils who are affected by HIV/AIDS and support their learning needs.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

17. All teachers should be trained to counsel and provide pastoral care to indiscipline children.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

18. Most teachers lack sensitivity to learning needs of psycho-social affected pupils and pupils in difficult disciplinary circumstances.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

19. Teachers differentiate learning tasks for indisciplined pupils' homework to meet their special educational needs.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree

20. Teacher Training College train teachers in thinking skills and Life skills to meet the educational, psychosocial and vocational challenges faced by undisciplined pupils in school.

1= I strongly disagree	2= I disagree	3= I am not certain	4= I agree	5=Strongly Agree
------------------------	---------------	---------------------	------------	------------------

Do you have any suggestions?

a. On causes of indiscipline among grade 12 pupils in high schools  
 .....  
 .....  
 .....

b. On strategies towards alleviating challenges of indiscipline among grade 12 pupils in high schools  
 .....  
 .....  
 .....  
 .....

**Thank you for responding to the questionnaire.**

**Appendix 3**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

**INTERVIEWS GUIDE FOR SCHOOL MANAGER, GUIDANCE AND COUNSELING  
TEACHERS AND CLASS TEACHERS**

1. Name of School

.....

....

2. Sex

.....

...

3. Age range

.....

...

- How do you define the word misconduct here? Which is the age limit of most pupils involved in misconduct?
- How can you differentiate between drug abuse related behaviour and any other kind of teacher induced misbehaviour practices in terms of attending classes and social interaction?
- With whom do most of the indisciplined pupils live with?
- Are there any pupils reported to be heading homes?
- What can you say on the support these pupils get from guardians?
- Is there any difference between one's own children and those looked after from other families in terms of behavior?
- What limitation do single parents face in supporting their children after the spouse has died?
- What challenges do pupils who are sent away from school for sometime face when they come back to school?

- What challenges do vulnerable and HIV and AIDS affected pupils face when accessing school education?
- How do you access the copying strategies in terms of misbehavior?
- Do indisciplined pupils face social exclusion or stigma? How does it affect their social development?
- What help can you give to pupils who are involved in sexuality challenges so that they can continue with school?
- Are there any differences in terms of classroom practice to address educational needs of indisciplined learners?
- What do you think should be the role of the government, communities and other stake holders in facilitating of misconduct and indiscipline challenges?

**Appendix 4**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

**FOCUS GROUP DISCUSSION GUIDELINES FOR PUPILS BOTH GIRLS AND BOYS**

1. Name of School

.....

2. Sex

.....

3. Grade

.....

4. Age range

.....

- Are you involved by school administration whenever they sit to make school rules?
- Are you happy with abolition of corporal punishment by the ministry?
- How often do the class teachers talk to you on discipline?
- Are you happy with School rules in your School?
- What do you think causes indiscipline in your school?
- Can you tell me what measures you think should be put in place to control indiscipline in your school?
- What do you think are the most offences pupils are punished for?

**Appendix 5**  
**FREQUENCIES AND CROSS-TABULATION**

**Teachers are not sensitive to indiscipline**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.7	1.7	1.7
	Agree	21	18.1	18.1	19.8
	I am not certain	11	9.5	9.5	29.3
	I disagree	57	49.1	49.1	78.4
	I strongly disagree	25	21.6	21.6	100.0
	Total	116	100.0	100.0	

**Bullying at our school among pupils and teachers is common.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	5.2	5.2	5.2
	Agree	14	12.1	12.1	17.2
	I am not certain	14	12.1	12.1	29.3
	I disagree	43	37.1	37.1	66.4
	I strongly disagree	36	31.0	31.0	97.4
	No response	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

**Pupils orphaned by HIV and AIDS are bullied by other pupils in school.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	10.0	10.0	10.0
	I am not certain	2	20.0	20.0	30.0
	I disagree	5	50.0	50.0	80.0
	Strongly disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**Pupils whose parents don't support them are indiscipline at school**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	6	60.0	60.0	70.0
	I disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**Pupils from child headed houses drop out of school**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	30.0	30.0	30.0
	Agree	6	60.0	60.0	90.0
	I disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Pupils who are sent away from school lag behind learning**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	30.0	30.0	30.0
	Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

**Teachers misconduct to pupils cause weak performance at school**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	5	50.0	50.0	70.0
	I am not certain	1	10.0	10.0	80.0
	I disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**Pupils whose families are affected by HIV/AIDS experience failure**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	I am not certain	3	30.0	30.0	60.0
	I disagree	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

**Pupils who have single parents have more problems than others**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	50.0	50.0	50.0
	I disagree	4	40.0	40.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Pupils absenteeism is a serious problem among high school pupils**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	2	20.0	20.0	40.0
	I disagree	5	50.0	50.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**School management does not have an effective policy to deal with pupils' misbehaviour**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	10.0	10.0	10.0
	I disagree	6	60.0	60.0	70.0
	Strongly disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**Most teachers lack sensitivity to learning needs of psycho-social affected pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	7	70.0	70.0	80.0
	I disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**Cross-tabs – Pupil questionnaire**

**Name of School and Bullying at our school among pupils and teachers is common.**

**Cross tabulation**

Count

		Bullying at our school among pupils and teachers is common.						Total
		Strongly agree	Agree	I am not certain	I disagree	I strongly disagree	No response	
Name of School	David Kaunda	3	8	5	14	5	1	36
	Kamwala	1	3	6	12	16	2	48
	Libala	2	3	3	17	15	0	40
	Total	6	14	14	43	36	3	116

**Sex and Bullying at our school among pupils and teachers is common. Cross tabulation**

Count

		Bullying at our school among pupils and teachers is common.					Total	
		Strongly agree	Agree	I am not certain	I disagree	I strongly disagree		No response
Sex	Male	4	7	7	25	22	3	68
	Female	2	6	6	18	12	0	44
	No Response	0	1	1	0	2	0	4
Total		6	14	14	43	36	3	110

**Cross-tabs – Administrators questionnaire**

**Name of School and Pupils orphaned by HIV/AIDS are bullied by other pupils in school. Cross tabulation**

Count

		Pupils orphaned by HIV/AIDS are bullied by other pupils in school.				Total
		Agree	I am not certain	I disagree	Strongly disagree	
Name of School	David Kaunda	1	0	2	0	3
	Kamwala	0	0	2	1	3
	Libala	0	2	1	1	4
Total		1	2	5	2	10

**Gender and Pupils orphaned by HIV and AIDS are bullied by other pupils in school.**

**Cross tabulation**

Count

		Pupils orphaned by HIV/AIDS are bullied by other pupils in school.				Total
		Agree	I am not certain	I disagree	Strongly disagree	
What is your genda?	Male	1	1	3	1	6
	Female	0	1	2	1	4
Total		1	2	5	2	10

**Teachers stay away from lessons**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	7.8	7.8	7.8
	Agree	15	12.9	12.9	20.7
	I am not certain	15	12.9	12.9	33.6
	I disagree	43	37.1	37.1	70.7
	I strongly disagree	34	29.3	29.3	100.0
Total		116	100.0	100.0	

**Pupils are frequently absent from school to earn money for food**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.6	2.6	2.6
	Agree	9	7.8	7.8	10.3
	I am not certain	35	30.2	30.2	40.5
	I disagree	33	28.4	28.4	69.0
	I strongly disagree	36	31.0	31.0	100.0
	Total	116	100.0	100.0	

**Bullying at our school among pupils and teachers is common.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	5.2	5.2	5.2
	Agree	14	12.1	12.1	17.2
	I am not certain	14	12.1	12.1	29.3
	I disagree	43	37.1	37.1	66.4
	I strongly disagree	36	31.0	31.0	97.4
	No response	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

**Pupils find doing homework difficult after being suspended...**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	24.1	24.1	24.1
	Agree	43	37.1	37.1	61.2
	I am not certain	23	19.8	19.8	81.0
	I disagree	13	11.2	11.2	92.2
	I strongly disagree	7	6.0	6.0	98.3
	No response	2	1.7	1.7	100.0
	Total	116	100.0	100.0	

**Girl children are ill-treated by teachers when they are re-admitted.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	7.8	7.8	7.8
	Agree	11	9.5	9.5	17.2
	I am not certain	43	37.1	37.1	54.3
	I disagree	26	22.4	22.4	76.7
	I strongly disagree	26	22.4	22.4	99.1
	No response	1	.9	.9	100.0
	Total	116	100.0	100.0	

**Pupils affected by teenage pregnancies face stigma from teachers**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	1	10.0	10.0	20.0
	I am not certain	4	40.0	40.0	60.0
	I disagree	3	30.0	30.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**School rule offenders run risks of being denied access to education**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	30.0	30.0	30.0
	Agree	6	60.0	60.0	90.0
	I disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Pupils who are sent away from school lag behind in learning**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	30.0	30.0	30.0
	Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

**Pupils absenteeism is a serious problem among Grade 12 pupils.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	2	20.0	20.0	40.0
	I disagree	5	50.0	50.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Pupils given corporal punishment by teachers**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	4.3	4.3	4.3
	Agree	11	9.5	9.5	13.8
	I am not certain	14	12.1	12.1	25.9
	I disagree	43	37.1	37.1	62.9
	I strongly disagree	43	37.1	37.1	100.0
	Total	116	100.0	100.0	

**Pupils are sent home when they misbehave**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	3.4	3.4	3.4
	Agree	38	32.8	32.8	36.2
	I am not certain	13	11.2	11.2	47.4
	I disagree	45	38.8	38.8	86.2
	I strongly disagree	15	12.9	12.9	99.1
	No response	1	.9	.9	100.0
	Total	116	100.0	100.0	

**Our teachers give pastoral care and counseling to pupils...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	22.4	22.4	22.4
	Agree	44	37.9	37.9	60.3
	I am not certain	16	13.8	13.8	74.1
	I disagree	21	18.1	18.1	92.2
	I strongly disagree	9	7.8	7.8	100.0
	Total	116	100.0	100.0	

**Teachers need to be trained in conflict resolution skills to support...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	57	49.1	49.1	49.1
	Agree	45	38.8	38.8	87.9
	I am not certain	6	5.2	5.2	93.1
	I disagree	5	4.3	4.3	97.4
	I strongly disagree	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

**Unruly students should be integrated into education system**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	6	60.0	60.0	80.0
	I disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**Teachers should institute corporal punishment in the school system**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	50.0	50.0	50.0
	I disagree	4	40.0	40.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Behaviour modification and counseling should be priority in schools**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	30.0	30.0	30.0
	Agree	6	60.0	60.0	90.0
	I am not certain	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Appropriate pre- and in-service training is needed in school mgt.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	6	60.0	60.0	80.0
	I disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**School administrations are proactive in identifying HIV/AIDS pupils**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	80.0	80.0	80.0
	I am not certain	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**All teachers should be trained to counsel and provide pastoral care to undisciplined pupils.**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	20.0	20.0	20.0
	Agree	7	70.0	70.0	90.0
	I disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Teachers differentiate tasks for indiscipline pupils**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	60.0	60.0	60.0
	I am not certain	1	10.0	10.0	70.0
	I disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**Colleges train teachers in thinking and life skills to meet educational...**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	4	40.0	40.0	50.0
	I am not certain	2	20.0	20.0	70.0
	I disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**Cross-tabs for Administrators questionnaires**

**Category of administration and Teachers should institute corporal punishment in the school system**

Count

		Teachers should institute corporal punishment in the school system			Total
		Agree	I disagree	Strongly disagree	
Category of administration	Manager	2	1	0	3
	Guidance and counseling	1	1	1	3
	Class Teacher	2	2	0	4
Total		5	4	1	10

**Category of administration \* Behaviour modification and counseling should be priority in schools**

Count

		Behaviour modification and counseling should be priority in schools			Total
		Strongly Agree	Agree	I am not certain	
Category of administration	Manager	1	2	0	3
	Guidance and counseling	1	2	0	3
	Class Teacher	1	2	1	4
Total		3	6	1	10

**Pupils are frequently absent from school to earn money for food**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.6	2.6	2.6
	Agree	9	7.8	7.8	10.3
	I am not certain	35	30.2	30.2	40.5
	I disagree	33	28.4	28.4	69.0
	I strongly disagree	36	31.0	31.0	100.0
	Total	116	100.0	100.0	

**Girl children are ill-treated by teachers when they are re-admitted.**

		Freque y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	7.8	7.8	7.8
	Agree	11	9.5	9.5	17.2
	I am not certain	43	37.1	37.1	54.3
	I disagree	26	22.4	22.4	76.7
	I strongly disagree	26	22.4	22.4	99.1
	No response	1	.9	.9	100.0
	Total	116	100.0	100.0	

**Pupils affected by teenage pregnancies face stigma from teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	1	10.0	10.0	20.0
	I am not certain	4	40.0	40.0	60.0
	I disagree	3	30.0	30.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Pupils orphaned by hiv/aids are bullied by other pupils in school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	10.0	10.0	10.0
	I am not certain	2	20.0	20.0	30.0
	I disagree	5	50.0	50.0	80.0
	Strongly disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

**Pupils whose families are affected by HIV/AIDS experience failure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	I am not certain	3	30.0	30.0	60.0
	I disagree	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

**Pupils who have single parents have more problems than others**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	50.0	50.0	50.0
	I disagree	4	40.0	40.0	90.0
	Strongly disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**School administrations are proactive in identifying HIV/AIDS pupils**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	80.0	80.0	80.0
	I am not certain	2	20.0	20.0	100.0
	Total	10	100.0	100.0	