

**THE NATURE AND PREVALENCE OF VIOLENT BEHAVIOUR
IN HIGH SCHOOLS: A CASE OF SELECTED HIGH SCHOOLS
IN
MASAITI AND NDOLA DISTRICTS IN THE
COPPERBELT PROVINCE OF ZAMBIA**

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BY

MUNGALA AZAN



MAY 2010

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the
Master of Education in Educational Psychology**



**The University of Zambia
Lusaka**

May 2010

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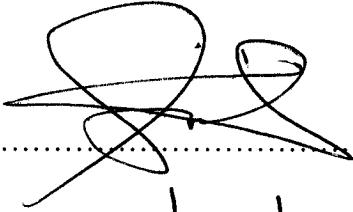
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DECLARATION

I, **Mungala Azan**, do declare that this dissertation is my own work and that it has never been submitted by anyone at this institution or at any another university.



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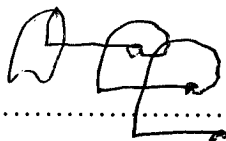
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DEDICATION

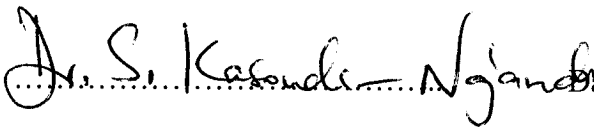
I dedicate this dissertation to my mother Mainess Chibale Kalasa and my father Wilson Simumbwe Mungala for the support and encouragement they gave me throughout my education.

CERTIFICATE OF APPROVAL

This dissertation by **Mungala Azan** is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia

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ACRONYMS

- CAMFED** - Campaign for Female Education
- CCBD** - Council for Children with Behavioural Disorders
- FBA** - Functional Behavioural Assessment
- SPSS** - Statistical Package for Social Sciences
- USA** - United States of America
- YRBS** - Youth Risk Behaviour Survey

ABSTRACT

The purpose of this study was to investigate the nature and prevalence of violent behaviour among pupils in High Schools in Zambia. The main objectives of the study were to establish the nature of pupil violent behaviour; to determine the causes of pupil violent behaviour; to assess the frequency of pupil violent behaviour; and to determine the gender differences in pupil violent behaviour in High schools. This study was conducted in Masaiti and Ndola Districts in the Copperbelt Province of Zambia. Two Boarding High Schools were drawn from Masaiti District. The other four were Day High Schools drawn from Ndola District. 118 pupils (59 boys and 59 girls) and 22 teachers participated in the research. As for teachers, 13 were male and 9 were female. Three types of data collection instruments were used in the research. These were self-administered questionnaires for teachers and pupils, School Disciplinary Record Book (Black Book) Inventory, and the Focused Group Discussion Guide for pupils. Purposive sampling was used to select the six schools whereas systematic sampling (n^{th} value) was used to select 20 respondents from each school. The teacher respondents were identified through their respective School Management. Some of the main findings of the study indicated that insulting and name calling, fighting, quarrelling and gossiping, vandalism of school property, and bullying were the most prevalent types of violent behaviour among pupils in High Schools. However, insulting and name calling was the highest frequent violent behaviour reported by 101 pupils (87.1%) and 19 teachers (86.4%). Among the main causes of pupil violent behaviour in High Schools, drinking of alcohol reported by 101 (88.0%) pupils and 21 (95.5%) teachers was the highest of all. Also, the effect of the school location was noted by 73 (61.6%) pupils and 16 (76.2%) teachers as one of the likely predictors of pupil violent behaviour in High Schools. Lastly, 77 (70.6%) pupils and 10 (56.6%) teachers cited lack of protection for the pupils who report violent behaviour as a reason why pupils ignored such behaviour in schools. On gender differences in pupil violent behaviour, the findings of this study showed that boys were more likely to commit violent offences in school (reported by 71 (61.2%) pupils and 15 (71.4%) teachers respectively). However, it was also revealed that both the boys and girls conformed to peer pressure which made them commit similar violent offences.

CHAPTER ONE

INTRODUCTION

Background to the Study

This section presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the theoretical framework of the study, and concludes with the operational definitions of terms used in the study.

Violent behaviour is characterised in two forms namely Relational and Predatory Violence (Elickson and McGruigan, 2000; McCann, 2002). Relational violence involves interpersonal disputes between family members, friends or peers. Predatory violence, on the other hand, pertains to larger patterns of criminal behaviour such as mugging, robbery, and gang assaults. This form of violence is usually intentionally done for some gain or simply as a pattern of antisocial behaviour. Whether relational or predatory, violence among pupils in schools falls into four broad groups namely verbal violence, physical violence toward self, physical violence, toward property or objects, and physical violence towards others.

Each year in Zambia, there are many media reports of pupils rioting and destroying school property. In fact, some schools have adopted violence as a problem-solving mechanism (The Post Newspaper, 2008). Because of their predatory nature and costly aftermath, riots tend to attract more attention. Many other forms of violence that might be as psychologically traumatizing as riots are least considered. CAMFED (2008) conducted a baseline assessment in some parts of Tanzania and Zambia on factors that impede African women from achieving their academic and employment potentials. Among their findings was that 41 percent of the pupils and 33 percent of teachers did not consider bullying and name calling as abusive. This suggested that such types of violence are widespread and go mostly unaddressed by school authorities. CAMFED (2008) also noted that violence as a way to solve problems in relationships was considered normal.

According to McCann (2002), violence is usually the culmination of long-developing, identifiable trails of problems, conflicts, disputes and failures. Thus, violence is a process rather than a specific act or set of acts (McCann, 2002).

There are various effects of violence on the perpetrators themselves and the society as a whole.

One effect of violence on people is alienation (Jordaan and Jordaan, 2000). Alienation is a sense of estrangement from others and disharmony with the familiar environment. It brings fear of being victim and avoidance of certain freedoms, anxiety and a feeling of loss of control of one's life and that of the loved ones (Desjarlais et al., 1985 cited in Jordaan and Jordaan, 2000).

Another set of effects as pointed out by Youth Risk Behaviour Survey (YRBS) in the USA during the years 1991 to 2003 were that students were increasingly likely to miss school because they felt too unsafe to attend. YRBS (2007) also reported that victims or indeed culprits themselves incurred injuries during physical fights which sometimes required medical treatment.

In addition, violent behaviour by pupils may cause damage to public and/or private property (The Post Newspaper, 2008). Parents including those with innocent children suffer infrastructure rehabilitation levies surcharged on them which are totally unplanned for.

Lastly, the perpetrators of violence may end-up arrested. It is even worse for pupils who are excluded from school. Exclusion from school has serious repercussions for the pupil. One problem is that some pupils disappear completely from the education system (Blyth et al., 1993). Others disappear from school for a longer period of time making them to lose out educationally (Cohen et al., 1994). There is agreement in research that many of the excluded pupils are among the most vulnerable in society. Exclusion of such pupils from school serves to exacerbate what are already difficult circumstances to the child (Blyth et al., 1993).

Despite its gravity there is no imperial research done in Zambia on the nature and prevalence of violent behaviour in High Schools- hence the need for this study.

Statement of the Problem

Violence is becoming rampant among pupils in High Schools in Zambia. Despite the frequency of indicators like riots, very little or no research has been conducted in Zambia to find out the nature and prevalence of violence among pupils in schools. As such, the present study seeks to investigate the types, prevalence and possible causes of pupil violent behaviour in relation to the Zambian situation.

Purpose of the Study

The purpose of the study was to investigate the nature and prevalence of violent behaviour among pupils in High Schools in Zambia.

Objectives of the Study

This study was guided by the following objectives:

1. To establish the type and nature of pupil violent behaviour in High Schools.
2. To determine the causes of pupil violent behaviour in High Schools.
3. To assess the frequency of pupil violent behaviour in High Schools.
4. To determine gender differences in pupil violent behaviour in High Schools.

Research Questions

This study used the questions below to seek answers to the stated objectives above.

1. What is the type and nature of pupil violent behaviour in High Schools?
2. What are the causes of pupil violent behaviour in High schools?
3. How frequent is pupil violent behaviour in High Schools?
4. What are the gender differences in pupil violent behaviour in High Schools?

Significance of the Study

The study is intended to provide information on the causes and nature of violent behaviour among pupils in High schools. At school level, school managers may use the information in the designing of intervention strategies which may help schools to be safe places for academic pursuits. Similarly, the Ministry of Education may use this information in providing professional measures aimed at equipping teachers concerning pupil behaviour training in schools. In addition, it is hoped that the research will stimulate further research in violent behaviour in schools.

Theoretical Framework of the Study

The theoretical perspective to this study was Behaviourism.

Behaviourism holds that both desirable and undesirable behaviour are learned as an individual interacts with the social and physical environment (Western, Burton, and Kowalski, 2006). Therefore, there is a relationship between environmental events and observable behaviour. Watson (1930: 32) reaffirms this relationship between the environment and behaviour by stating that

Give me a dozen infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors....

Due to this relationship, Behaviourists use Functional Behavioural Assessment (FBA) to identify the type and source of reinforcement for the behaviour studied (Cohen et al., 1987; CCBD, 2006). When the source and type of challenging behaviour are identified, they could provide the basis for designing intervention strategies aimed at addressing such behaviour (CCBD, 2006).

Pupils have influences from their environments. These environments include the family, the school, and the wider community. It could be hypothesized that such environmental factors act as reinforcement for either violent or socially acceptable behaviour. By using the principles of the FBA model, this study attempted to identify the types and sources of reinforcement for violent behaviour in schools which would help in determining the possible intervention strategies to ameliorate the problem.

Operational Definition of Terms

In this study the terms used are defined as follows:

- a) **Violent Behaviour** - acts such as insulting, bullying, mockery, fighting, demonstrations and riots, quarrelling, organizing a rebellion, stealing, threats to commit suicide, possessing a weapon, threatening to injure others, rudeness, gossiping, and losing of the temper easily.

- b) **Violent Offending** - means being punished and the name recorded in the black book for violent behaviour.

- c) **School Black Book** - is a School Disciplinary Record Book. It is usually kept in the office of the Deputy Headteacher who is the chairperson of the School Disciplinary committee.

- d) **Well Disciplined Pupil** - is a pupil who has not been written in the black book for violent behaviour or any other form of gross misconduct.

- e) **School Council** - is a group of elected class representatives for all classes in a particular school whose aim is to be a link between fellow pupils and school management in all decision making processes in the school.

f) **Cibemba** - is one of the Zambian Languages especially originally spoken by the Bemba tribe in the Northern Province of Zambia. With the passage of time, Cibemba has spread to other Provinces including the Copperbelt Province of Zambia.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents literature on violent behaviour. Firstly, it will highlight some studies done in other countries around the world. This is then will be followed by studies done in Zambia. The chapter concludes with a summary based on the studies reviewed in literature.

Violent behaviour refers to acts that are disruptive, harmful (or injurious) or otherwise have negative (or destructive) effects on the environment (Craighead et al., 1981; Zanden, 1985). The examples of violent behaviour include fighting, property damage, physical and verbal assaults, stealing, crying, temper-tantrums and bullying (Morgan, 1986).

Many longitudinal studies on cross-sectional samples indicate that violent behaviour is influenced by social-environmental factors. However, there is also evidence of medical explanations for violent behaviour (Craighead et al., 1981).

Hawkins et al. (2000) reviewed individual studies on risk factors associated with violence. The factors were classified as individual, family, school, peer, and community and neighbourhood (McCann, 2002). In addition, the media (Zanden, 1985, Louw and Edwards, 1997) may also increase the risk of violent offending.

Individual Factors Associated with Violent Behaviour

In some individuals, violent behaviour persists from childhood (Rutter, 1980). The reasons are many. One cause is pregnancy and delivery complications. Kandel and Mednick (1991) found that 80 percent of violent offenders scored high in delivery complications. However, some studies (Denno, 1990; Farrington, 1997) have shown no association between delivery complications and later violence. This is why it should be noted that findings in pregnancy and

delivery related predictors of violence may differ with methodology used in the study.

Another set of individually determined causes include hyperactivity, concentration problems, restlessness, and risk taking (Klinterberg et al., 1993; Farrington, 1989). Klinterberg et al. (1993) did a longitudinal study in Sweden and found that 15 percent of boys with both restlessness and concentration difficulties at age 13 were arrested for violence by age 26. Similarly, children who show characteristics of failing to sit still (or like to fidget) and were frequently talkative were more likely to become violent in later life (Farrington, 1989).

In addition, most studies have shown that early initiation into violent behaviour measured between ages 6 and 13 all consistently predicted violent behaviour in later years among males (Loeber, 1996; Hay, 1996). For example, McCord and Ensminger (1995) did a study on African American boys and reported that those boys rated by teachers as aggressive were arrested for violent crimes by age 33. However, research shows these findings to be inconsistent with females (Stattin and Magnusson, 1989).

Moreover, it is also argued that the individual's involvement in some antisocial behaviour such as stealing and destruction of property (Mitchell and Rossa, 1979); self-reported delinquency, smoking, selling drugs, and early sexual intercourse predict a great risk of violence among males (Farrington, 1989; Maguin et al., 1995).

Lastly, dishonesty, antisocial beliefs and attitudes favourable to violence predict violent behaviour (Zanden, 1985). Reporting on the findings of Olweus (1978, 1979, and 1980) on the Swedish boys, Zanden (1985:225) says "bullies react aggressively in many different situations, possess weak inhibitions against aggressive tendencies and have positive attitudes towards violence. They tend to be fearless, confident youngsters with positive self-images".

It should be noted, however, that the individual factors associated with violent behaviour discussed above call for further investigation. Not only is the problem with methodology an issue of concern but also some studies above tend to rule out the effects of situational factors that trigger most violence.

Family Factors Associated with Violent Behaviour

One family factor associated with violent behaviour is parental delinquency and criminality (Micheal, 1980; McMahon et al., 1995). Males in the ages 10 to 23 with delinquent or criminal fathers were more likely to commit violent acts than those with non-criminal fathers (Farrington, 1989). However, Moffitt (1987) studied adults of ages 29 to 52 and found that those with criminal fathers were not more likely to have committed violent criminal acts than those with non-criminal fathers. This disparity calls for more research to investigate the level of contribution of parental delinquency to child violent behaviour.

Another family factor that contributes to violent behaviour is child maltreatment (Rutter, 1980). There is enough evidence to show that children who were physically abused, sexually abused, and neglected were more likely to commit violent crimes later in life (Widom, 1989; Zingraff et al., 1983; Smith and Thornbery, 1985).

Furthermore, poor parenting styles and poor family management practices may influence violent behaviour in youths. For one thing, some parents do not set clear behaviour expectations for their children; they do not monitor and supervise their children's behaviour; and they severely and inconsistently discipline their children (Capaldi and Patterson, 1996; McCord, 1979; Farrington, 1989). Such attitudes by parents are associated with later delinquency and substance abuse in children. Farrington (1989) adds to the list of poor child-rearing practices by highlighting that a cruel, passive or neglect parenting attitude, parental disagreement about child-rearing and an authoritarian parenting style each lead to later violence. William (1994) analyzed a sub-sample of the Seattle Social Development Project Data and found that proactive family management practices at age 14 reduced the likelihood of self-reported violence at the age 16 for African and Caucasian males and females.

Moreover, studies have shown that the low levels of parental involvement into the lives of children can predict the child's later violent behaviour. This predictor of violence is based on parent-child communication and involvement (Farrington, 1989; William, 1994). It is believed that strong parental involvement and interactions served as protective measures against violence.

Farrington (1989) found that fathers who did not engage in leisure activities with their sons influenced in them the likelihood of violence as teenagers.

Also, family factors such as high levels of marital and family conflict, divorce, violence, and parents' attitudes towards illicit substances predict violence in youths (Farrington, 1989; Maguin et al., 1995; Elliot, 1994). Research shows that children whose parents have favourable tendencies towards alcohol and drugs were more likely to take alcohol and drugs (Patterson et al., 1994). Similarly, single-parenting especially the absence of a father who is the figure of authority (Henry et al., 1996) predicts violent behaviour at age 18. Resulting from a very unstable home, some children leave home at an early age. This issue has been argued to be a source of violent behaviour in children (McCord and Ensminger, 1995). This is due to the absence of parental control in the child's behaviour.

Lastly on family factors, research has shown that the rates of emotional and behaviour problems are common in step families. In step families, children react to quarrelling parents by disobeying, crying, hitting other children, and in general, being antisocial to others (Fagan, 1995). Louw and Edwards (1997) amplifies this by arguing that the combination of negative emotions such as anger and hostility and the demonstration of aggression as a problem-solving method probably explain why so many parents who abuse their children were themselves abused as children. It also explains why so many aggressive juvenile delinquents come from families in which they were badly treated.

The problem with the above family factors associated with violent behaviour is that although families indicate various relational problems, there could be other factors inducing violence among family members. This also calls for further research.

School Factors Associated with Violent Behaviour

For one thing, academic failure in primary grades may influence an individual's later violent behaviour (Maguin and Loeber, 1996; Denno, 1990; Farrington, 1995). It is observed that pupils and youths who dislike school and teachers, who do not get involved in school activities, and

who are not committed to educational pursuits are more likely to engage in delinquent behaviour than others (Fagan, 1995). Research also reveals that the relationship between poor academic achievement and later violence has been found to be stronger for females than in males (McMahon et al., 1995). This disparity requires further investigation since in most societies, in Zambia, violence is associated with males in every situation.

Another thing is that the interest in school serves as a protective factor against violent behaviour. Maguin et al. (1995) found that low commitment to school and low educational aspirations at the age 10 did not predict later violence, but at ages 14 and 16 these factors increased the risk for violence. However, other researches have reported that lack of school bonding was not a significant predictor of serious violent offending (Mitchell and Rosa, 1979; Elliot, 1994). This seems to probably suggest need for further research on the issue.

In addition, although children may miss school for various reasons, research has also indicated that youths with high truancy rates at the ages 12 to 14 predicted violence when such children became adolescents and adults (Farrington, 1989). Similarly, although reasons are not clear, youths who record changing schools frequently at ages 14 and 16 may predict violent behaviour at the age of 18 (Maguin et al., 1995). This probably may need a further investigation since, as indicated in research itself, there are many reasons which compel people to miss or change school.

Lastly, children who at the age of 11 attended schools with high delinquency rates reported more violent behaviour than other youths (Farrington, 1989).

Peer-related Factors Associated with Violent Behaviour

Youths with delinquent siblings by age 10 predicted later convictions for violence (Farrington, 1989; Maguin et al., 1995). Antisocial siblings have a stronger negative influence during their siblings' adolescence than in the earlier child development (Farrington, 1989). It is further argued that the effects of delinquent siblings are usually stronger in girls than boys. Research has also shown that delinquent peers and gang membership contribute more to delinquency than does

having delinquent siblings (Battin et al., 1998).

Community and Neighbourhood Factors Associated with Violent Behaviour

In their separate review of studies, Jordaan and Jordaan (2000) and Hawkins et al. (2000) observed a relationship between the nature of community environment and violence. Poverty accounted for most self-reported teen violence and convictions (Farrington, 1989; Henry et al., 1996). Research shows that poverty is accountable for felony assault and robbery among youths living in poverty as among middle class youths. This is connected to low family income (Farrington, 1989; Henry et al., 1996).

Other community factors which predict violence include low neighbourhood attachment and community disorganization, the availability of drugs and firearms, exposure to violence and racial prejudices, laws and norms favourable to violence, and frequent media portrayals of violence (Brewer et al., 1995). The elements of community disorganization include the presence of crime, drug selling, gangs, and the presence of weapons (Maguin et al., 1995). In such disorganized communities, there is adult involvement in crime. Thus, the children are exposed to violence which in turn predicts violent behaviour in them (Paschall, 1996). However, a high degree of religious practices by a family even in high crime inner city neighbourhoods show low crime and violence (Fagan, 1995).

The gist of the matter is to reconcile the fact that in Zambia most rural people are poor but are least involved in gang robberies and assaults as portrayed in the above researches. This calls for research to investigate whether poverty has a bearing on pupil violence in schools in Zambia as well.

The Influences of Media on Violent Behaviour

Zanden (1985) reporting studies on aggressive behaviour done by Bandura et al. (1961, 1963), Leibert and Baron (1972) and Eron et al. (1982, 1983) gives the ways in which viewing media violence foster violent behaviour in children. One way is that television provides opportunities

for children to learn new aggressive skills. Another way is that watching violent behaviour weakens children's ability to inhibit against behaving in the same way. Lastly, media violence affords occasions for vicarious conditioning in which children acquire aggressive behaviour by imaginatively participating in the violent experiences of another person.

Situational Factors Likely to Predict Violent Behaviour

One situational factor is called the Risky Shift Phenomenon (McMahon et al., 1995). This implies that when people are in a mob or gang, the risk or danger for each individual is shifted among all group members. Individuals feel more powerful and less vulnerable. The risk shift phenomenon (or deindividuation) helps to explain events such as gang beatings and mass riots.

Another situational factor which predicts violent behaviour is the use of drugs such as Amphetamines and the consumption of alcohol. Such substances reduce inhibitions and lead to violence in individuals who are insecure or obnoxious to begin with and who when drunk can no longer hold violent traits in check (McMahon et al., 1995).

Next, situational factors such as people's aspirations, desires and expectations for important social needs can cause the demonstration of violent behaviour (Jordaan and Jordaan, 2000). When people's social needs exceed society's capacity to provide them, people turn to violence as a petition (Morgan, 1986). Morgan (1986:290) says "civil disorders and revolutions are instigated not by the most down trodden members of society but by those who, while frustrated, also have some expectations that the social goal they are striving for can be reached." This explains why people turn to violence when systems around them are perceived to be maintained through violence. The belief is that such systems maintained through violence can usually only be dismantled through a form of aggression (Louw and Edwards, 1997). Sometimes, individuals become frustrated and aggressive if the leader made decisions on serious matters of general concern without consultations (Rutter, 1980). In this way, violent behaviour may be a destructive response motivated by revenge.

In addition, unpleasant or aversive environmental conditions such as poor sanitation, poor diets,

noise and overcrowding may cause youths to riot in school (Morgan, 1986).

Furthermore, research has shown that competition for valued but scarce resources cause some individuals to behave violently (Rutter, 1980; Zanden, 1985). The reason for this is that competitive situations arouse feelings of rivalry among the people involved.

Moreover, physical punishment can cause individuals to be violent (Zanden, 1985; Louw and Edwards, 1997). Punishment is believed to elicit strong negative emotions such as fear, anxiety, anger, and rebellion which make a person to feel hostile towards the source of punishment. This way violent behaviour is adopted as a problem-solving method by those who engage in it.

Lastly, in gangliest conflicts and mob destructions individual fighters participate into violence out of obedience and loyalty to authority and belongingness to the group (Morgan, 1986; Louw, 1997). Therefore, obedience to authority sometimes may lead to violent demonstrations.

Gender Differences and Violent Behaviour

Time sampled observation of playground behaviour in the USA, Switzerland, Ethiopia, Kenya, Okinawa, India, the Philippines, and Mexico (Rutter, 1980) have shown male predominance of violent behaviour than females. Rutter (1980) argues that sex difference in aggressive behaviour is a consequence of different social learning process or parental sex-typing. "Aggressive behaviour in males, if not expected or reinforced, is at least not punished as systematically or effectively as girls.... Boys are punished more for aggressive behaviour than girls" (Rutter, 1980: 357). The explanation for this disparity includes the traditional standards of masculinity and femininity (Rutter, 1980; Zanden, 1985; Mills, 2001). Passive girls were more likely to become passive as adults than boys. Contrary, boys who were aggressive in childhood were more likely to be hot tempered and quick to retaliate when they were men.

Apart from traditional reasons for the sex differences in demonstration of violent behaviour, higher levels of testosterone may predict violence in males (Rutter, 1980). Testosterone is a male sexual hormone. However, more investigation on the influence of testosterone on violent

behaviour is required since production of sex hormones may be influenced by various factors including tissue sensitivity and some environmental factors (Rutter, 1980).

Barringa et al. (2001) and Moffitt et al. (2001) in their independent studies observed that both males and females shared vulnerabilities to factors that predict juvenile offending. However, female perpetrators of violence had even worse family history experiences than males. Moffitt et al. (2001) observed, further, that gender differences in all studies of the risk factors of conduct problems show conflicting findings. The reason was that most research conclusions are based on comparisons of p-values of small samples of males and females.

Violent Behaviour Management Practices in Schools which could span Pupil Violent Behaviour if not Addressed

Interventions to violent behaviour cannot be totally effective. However, the over-reliance on exclusionary and punishment based practices, as earlier explained, account for lost learning opportunities (CCBD, 2002).

Discipline should be viewed as a set of positively stated expectations accompanied by teaching strategies and school-wide supports that can enable all pupils to benefit from school programmes (CCBD, 2002). The challenge is on developing a collective discipline policy with well defined expectations intended to promote a safe environment in schools. According to CCBD (2002), three considerations should be employed in order to develop such an orderly learning environment. For one thing, schools should teach necessary social skills to enable all pupils to meet these expectations. Another thing is that schools should have a plan that reflects current based best practices and legal policies to address the needs of those pupils who do not respond to the general discipline strategies. Lastly, the plan for the disciplinary code should be accessible to the professional development and technical assistance when current policies and practices fail to promote pupil success in school. This is what CCBD (2002) calls Functional Behavioural Assessment (FBA). The FBA aims at helping educators develop plans to prevent inappropriate behaviour, and teach and reinforce alternative pro-social behaviour which can be maintained over time.

Professionals have identified a number of ways in which attempts can be made to prevent violent behaviour in schools. The following include some of these strategies.

Osher, Dwyer and Jackson (2004) recommend the following measures.

- A caring school community in which all members feel connected, safe and supported.
- An instructional programme that teaches appropriate behaviour and social problem-solving skills.
- A school-wide system of positive behavioural supports.
- A curriculum that provides high quality instruction.

Additionally, the CCBD (2002) recommends the following interventions.

- Incorporate empirically validated practices to deal with disciplinary matters.
- Focus on increasing appropriate behaviour as opposed to simply decreasing or punishing a problem and behaviour.
- Schools should develop procedures for record keeping and decision-making. Sources of data can include surveys, teachers' anecdotal information, pupil evaluations, parents' reports, office referrals, and discipline records.
- Schools should involve parents and families through activities such as disseminating information regarding school expectations and specific social skills being addressed, inviting parents to serve on behaviour committees, and involving families in the development and implementation of Pupil Positive Behaviour Plans.
- Schools should have a clear statement of purpose that focuses on both academic and social outcomes for all pupils and include the staff and parents' roles.

Studies in South Africa

Ramphela (1993) cited in Jordaan and Jordaan (2000) conducted studies on violent behaviour among youths in South Africa. She observed that a culture of violence, intimidation, and terrorism predict violent behaviour. Her major conclusion was that community factors helped to perpetuate youth violence. According to Jordaan and Jordaan (2000: 764), "Ramphela (1993),

maintains that the effects of violence on individuals reflects the interaction between how they experience the violence and the coping mechanisms that they apply.” She argued that a culture of violence, intimidation, and terrorism can damage children’s psychological well-being. Children may suffer from post-traumatic stress syndrome or develop maladjustment (survival mechanisms) including joining perpetrators of violence.

Studies in Zambia

In Zambia, there are some studies that have been conducted on pupil discipline problems in schools (Shana, 1973; Simate, 1993; Banja, 2002).

Shana (1973) studied pupil discipline problems in Lusaka Secondary Schools from 1960 to 1970. The major finding of the study was that indiscipline in schools was caused by the political climate at the time. Other results included lack of powers by the headteachers to expel grossly indiscipline pupils; disobedience of school rules by Grade 12 pupils prior to the final examination period since expulsion had no effect on them; and racism between the Africans and Whites in schools.

Simate (1993) cited in Banja (2002) researched on the relationship between home background and indiscipline in selected Zambian Secondary Schools. The findings were that family socio-economic factors, marital conflicts, and authoritative parenting styles were the major causes of indiscipline in schools. The common cases of indiscipline reported in schools included vandalism, drug abuse, drunkenness, strikes, smoking, stealing, and promiscuity.

Banja (2002) investigated the relationship between the school environment and indiscipline in High Schools in Kitwe. The main findings for the cause of indiscipline among pupils were administrators’ and teachers’ lack of commitment to work and their use of abusive language towards pupils. These attitudes from teachers and administrators made pupils react by being rude as well as absenteeism from school.

As observed, the studies in Zambia are limited to indiscipline and discuss little on violence. This

suggests that there is need for a research specifically targeted at violence in schools.

Summary of the Literature Review

The literature reviewed above focussed on the effects of violent behaviour on the perpetrators themselves and society as a whole. These are alienation, staying away from school, damage of property, exclusion from school, and insecurity of peoples' lives. Similarly, the literature review has also provided the possible intervention strategies that could be employed to provide an orderly and safe school environment. The question remains to determine whether such effective practices would be applicable to schools in Zambia.

By and large, most of the literature reviewed on violent behaviour consistently show research conducted in the western countries and/or other countries in Africa. It is vital to extend these studies to Zambia where many sorts of violent offending in schools and elsewhere seem to be rising in frequency. Therefore, this suggests a need to investigate whether or not such factors, as mentioned in literature, have direct links to violence in schools in Zambia. It is also true that in schools in Zambia many other forms of predictors of violence such as the management of school transport have become a source of riots (Times of Zambia Newspaper, 2006). This is to appreciate that peoples' problems are relative to time and the nature of their society (Banja, 2002). Perhaps, school management dynamics have a share in all these pupil discipline problems. This also suggests need for research to investigate such school-based causes of violent behaviour. McMahon et al. (1995) reported that the relationship between poor academic achievement and later violence is stronger in females than males. This research finding requires to be investigated since culturally males in Zambia are alleged to be perpetrators of violence. Moreover, literature has portrayed that family factors have many implications on the behaviour of youths in schools. To a larger extent, how these could stimulate violent behaviour in the Zambian context is mainly only assumed and requires investigation.

The preventive measures of violent behaviour in literature are developed from research conducted in western countries and, thus, standardized on their own societies. It is important to have a locally designed plan of action responsive to the behaviour demands and structures in

Zambia. This necessitates research to investigate the possible intervention strategies relevant to the current situation in schools in Zambia.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the research design, the population, the sample size, the sampling procedure, the research instruments, the data collection procedure, the data analysis, and the limitations to the study.

Research Design

The descriptive survey was used for this study. It was used because it helps to collect information about feelings, attitudes, opinions, and habits of respondents (Borge and Gall, 1989). Both qualitative and quantitative approaches were used in the study. On the one hand, the qualitative approach was used to collect data on verbal descriptions of the respondent's own feelings, impressions and judgements. On the other hand, the quantitative approach was used to collect statistical data by using standardized schedules such as questionnaires and through the review of School Black Book.

Population

The study population was Boarding and Day High Schools on the Copperbelt.

Sample Size

The sample comprised 120 Grade 11 and 12 pupils and 30 teachers drawn from 6 High Schools. On the one hand, out of 120 sample size of pupil respondents targeted, 118 completed questionnaires. Both female and male respondents were represented at 59 pupils (50%) each. The average age for pupil respondents was 17 years. On the other hand, 30 teachers were targeted but 22 of them completed the questionnaires. Of the 22 teacher respondents, 9 were female and 13

were male. The age range was from 29 to 55 years. Their length of service ranged from 1 to 34 years. The schools from which the research was conducted include two Boarding Schools in Masaiti District and four Day Schools in Ndola District on the Copperbelt. All these schools were Co-Education Schools. The summary of the above information is in Appendices 5.

Sampling Procedure

A non-equal probability sampling method called purposive sampling was used to select schools. This was in order to capture the schools which people have mostly associated with high prevalence of violent behaviour and those schools where people regard pupils as well disciplined. Systematic sampling (n^{th} value) was used to select 20 pupils from the list of Grade 11 and 12 pupils compiled from class lists from each school. For Co-education High Schools, the procedures were repeated to obtain 10 boys and 10 girls. Further, the simple random sampling was used to identify 6 pupils to participate in the Focused Group Discussion.

Research Instruments

Three types of instruments were used. Firstly, two self-administered questionnaires were developed by the researcher. In the questionnaires, the summated (Likert) scale was adopted for most items. Of the two types of the questionnaires, one was completed by the Headteachers and the members of the School Disciplinary Committee. The other one was completed by pupils. Secondly, a Focused Group Discussion Guide was used to collect data on pupils' feelings, opinions and judgement on violence in schools. Lastly, a review of the School Black Book was done. This document was used to collect recorded data on the nature and frequency of violent offending in schools. The sample of the instruments was put in the Appendices section.

Data Collection Procedure

An introductory letter to the schools to participate in the research was obtained from the Office of the Provincial Education Officer.

At every stage of data collection, the respondents were assured that the information gathered through the research was confidential. In addition, the actual names of schools and the respondents were not reported verbatim. Schools were arranged in alphabetical order and a letter of the English alphabet assigned to each one following the order. As for the names of respondents, pseudo names were used where there was need for a direct quote of the response.

With the help of the Guidance and Counseling teacher and the Office of the Deputy Headteacher, the pupils were sampled from the list of names developed from Grade 11 and 12 class lists using systematic sampling. Then, the short-listed 20 pupils were gathered in one classroom. Questionnaires were distributed, completed and collected from each respondent. After the 20 pupils finished completing their questionnaires, the 6 pupils from the group selected to participate in the Focused Group Discussion were instructed to remain while the rest were free to leave. The 6 respondents discussed the questions from the Focused Group Discussion guide one at a time. None of their teachers were allowed to be part of the audience in order to foster free discussions by the pupils. The main points, feelings and opinions of the discussion were recorded in the researcher's notebook.

The teacher questionnaires were administered through the office of the Deputy Headteacher. This office was identified to distribute questionnaires to teachers because in most schools the Deputy Headteacher is the chairperson of the School Disciplinary Committee. The Headteacher, the Deputy Headteacher, and 3 members of the Disciplinary Committee from each of the 6 schools completed the questionnaires. A period of one week was given to teachers to complete the questionnaires and they were collected through the office of the Deputy Headteacher.

Data Analysis

The data collected from the research was analyzed in two ways.

One way was statistical analysis on quantitative data. To this effect, the Statistical Package for Social Sciences (SPSS) was used to generate frequency tables, bar charts and computational of some statistical averages. In addition, Microsoft Excel was used to generate some figures. The

other way was the analysis of qualitative data using emerging themes. Such themes were aimed at reporting important statements of feelings, opinions, impressions, and judgements of respondents on violent behaviour.

Limitations to the study

This study was limited by the fact that the research was conducted in two districts namely Masaiti and Ndola only. The problem was that financial resources were insufficient to sample schools in all the towns on the Copperbelt. Further, it appears that teachers are fatigued so much with questionnaires that it was very challenging to find respondents among them. As a result, 22 out of the 30 teachers were willing to participate in the research. In addition, this study was mainly on social-environmental factors that may predict violent behaviour in pupils. As such, the medical explanations could be considered for future studies especially in Zambia. Lastly, there should have been a third questionnaire designed to be completed by the parents or guardians of pupil respondents on the conduct of their children from childhood.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Introduction

This chapter presents findings of the study in line with objectives. The research findings were summarized in tables and figures according to emerging themes. In addition, statistical tests were done.

Common Types of Pupil violent Behaviour and their Frequency

Responses relating to selected items which dealt with the most frequent types of pupil violent in high schools were summarized in Tables 1, 2 and 3.

Firstly, the responses to the question “What do you think are the most common types of violent behaviour in your school?” were summarized according to pupil and teacher responses. On the one hand, 101 pupils reported that insulting and name calling was the most common violent behaviour in schools. This was followed by quarrelling and gossiping (94 responses) and fighting (93 responses). Other notable results were vandalism of school property (67 responses) and bullying (65 responses). On the other hand, 19 teachers reported that the most frequent violent behavior was insulting and name calling and fighting. This was followed by vandalism of school property (16 responses) while quarrelling, threats and intimidation had 14 responses each. Other results include bullying (12 responses). The summary of all the responses is as shown in Table 1.

Table 1: The most common types of pupil violent behaviour and their frequency

Types of violent behaviour	Respondents' responses	
	Pupils	Teachers
Fighting	93	19
Insulting and name calling	101	19
Bullying	65	12
Vandalism	67	16
Quarrelling and gossiping	94	14
Rioting	38	4
Sexual harrassment	25	2
Threats and intimidation	50	14
Threats to commit suicide	6	4
Carrying a weapon on school premises	11	-

Secondly, a crosstabulation to determine the distribution of pupil responses based on their experience of the types of violent behaviour by gender was done. The results indicated that both boys 49 (42.2%) and girls 52 (44.8) reported that insulting and name calling was the common type of pupil violent behaviour in schools. Other results include quarrelling and gossiping 45 (38.8%) boys and 49 (42.2%) girls; fighting 44 (37.9%) boys and 49 (42.25%) girls. The rest of the responses are as shown in Table 2.

Table 2: The most common types of pupil violent behaviour in High Schools and their frequency by gender

Types of violent behaviour	Gender		Total
	Male	Female	
Fighting	44 (37.9%)	49 (42.2%)	93 (80.2%)
Insulting and name calling	49 (42.2%)	52 (44.8%)	101 (87.1%)
Bullying	34 (29.3%)	31 (26.7%)	65 (56.0%)
Vandalism of school property	33 (28.4%)	34 (29.3%)	67 (57.8%)
Quarrelling and gossiping	45 (38.8)	49 (42.2%)	94 (81.0%)
Rioting	16 (13.6%)	22 (19.0%)	38 (32.8%)
Sexual harrassment	14 (12.1%)	11 (9.5%)	25 (21.6%)
Threats and intimidation	29 (25.0%)	21 (18.1%)	50 (43.1%)
Threats to commit suicide	4 (3.4%)	2 (1.7%)	6 (5.2%)
Carrying a weapon on school premises	5 (3.4%)	6 (5.2%)	11 (9.5%)
Total	58 (50.0%)	58 (50.0%)	116 (100.0%)

Additionally, a summary of responses to the question pertaining to the effects of environment on pupil behaviour; existence of school council in the school; frequency of guidance and counselling services to pupils; and incidences of riots are shown in Table 3.

Table 3: Frequency of responses to selected questions for both pupils and teachers in percentage.

Item	Responses					
	Teacher			Pupils		
	Yes	No	Total	Yes	No	Total
Do you think the environment around the school influence pupil violent behaviour?	16 (72.7%)	6 (27.3%)	22 (100.0%)	73 (61.9%)	45 (38.1%)	118 (100.0%)
Does your school have a school council of class representatives to discuss your problems?	22 (100.0%)	-	22 (100.0%)	118 (100.0%)	-	118 (100.0%)
Does the school provide guidance and counselling to pupils?	16 (72.7%)	6 (27.3%)	22 (100.0%)	73 (61.9%)	45 (38.1%)	118 (100.0%)
Has your school experienced any riot?	10 (45.5%)	12 (54.5%)	22 (100.0%)	65 (55.1%)	53 (44.9%)	118 (100.0%)

Causes of Pupil Violent Behaviour in High Schools

Firstly, the responses to the question “What do you think are the causes of violent behaviour in your school?” were obtained. The responses were divided into pupils’ and teachers’ responses. The pupils’ responses showed that drinking of alcohol (88% or 101 responses), some pupils stealing from others (64% or 64 responses), and some pupils smoking marijuana (50% or 57 responses) were the most likely causes of violent behaviour in schools. It was also observed that pupils’ failure of tests (22% or 26 responses) was not a significant predictor of pupil violence. Like pupils, teachers also reported that drinking of alcohol (95% or 21 responses), some pupils stealing from others (86% or 19 responses), and pupils smoking marijuana (63.6% or 14 responses) were the most possible causes of pupils’ violence in schools. Similarly, failure of tests by pupils (13.6% or 3 responses) was not a serious predictor of violence in pupils. These results are as observed in Table 4.

Table 4: Summary of the causes of violent behaviour by type of respondent

Causes	Responses	
	Pupils	Teachers
Smoking marijuana	57 (50.0%)	14 (50.0%)
Sexual relationships	41 (36.0%)	11 (36.0%)
Drinking alcohol	101 (88.0%)	21 (88.0%)
Failing test	26 (22.0%)	3 (22.0%)
Disliking teachers and school	47 (42.0%)	6 (42.0%)
Some pupils stealing from others	73 (64.0%)	19 (64.0%)

Secondly, the responses to the question “What were the causes for the riot that happened at your school?” were obtained. The following were reported to be the likely causes of riots in schools.

Pupils reported that some teachers failing to teach well (53.3%), lack of communication between teachers and pupils (46.7%), poor diet (44.4%), and lack of dedication by teachers to their work (42.2%) were the most possible causes of riots in schools.

Teachers reported that poor diet (56.6%), and pupils need too much freedom due to alleged human rights (55.6%) were the likely causes of riots. Other likely causes of riots included lack of dedication by teachers to work, teachers using school bus alone, and suspected misappropriation of project fund at 44.4% each. The rest of the results are as summarized in Table 5.

Table 5: Summary of the likely causes of riots in high schools

Causes of Riots	Pupils' Response	Teachers' Response
Poor sanitation	8 (17.8%)	3 (33.3%)
Poor diet	20 (44.4%)	5 (56.6%)
Teachers using school bus alone	14 (31.1%)	-
Suspected misappropriation of project fund	10 (22.2%)	4 (44.4%)
Some teachers failing to teach well	24 (53.3%)	3 (33.3%)
Lack of dedication by teachers to work	19 (42.2%)	4 (44.4%)
Lack of communication between teachers and pupils	21 (46.7%)	3 (33.3%)
Pupils need too much freedom due to alleged human rights	14 (31.1%)	5 (55.6%)
Too much punishment	15 (33.3%)	2 (22.2%)

Further, a crosstabulation of the variables “causes of violent behaviour” and “gender” was done to determine the distribution of pupil responses by gender. The distribution of pupil responses based on gender was as follows: drinking alcohol (boys: 43.9% and girls: 44.7%) and some pupils stealing from others (boys: 29.8% and girls: 34.2%). Table 6 shows the rest of the results.

Table 6: Causes of violent behaviour as perceived by pupils by gender

Causes	Gender		Total
	Male	Female	
Smoking marijuana	29 (25.4%)	28 (254.6%)	57 (50.0%)
Sexual relationships	21 (18.4%)	20 (17.5%)	41 (36.0%)
Drinking alcohol	50 (43.9%)	51 (44.7%)	101 (88.0%)
Failing test	9 (7.9%)	17 (14.9%)	26 (22.0%)
Disliking teachers and school	18 (15.8%)	29 (25.4%)	47 (42.0%)
Some pupils stealing from others	34 (49.1%)	39 (34.4%)	73 (64.0%)
Total	56 (49.1%)	58 (50.9%)	114 (100.0%)

In addition, the responses to the question “Have you ever taken alcohol?” were compared with “At home, who do you live with?” This was to determine whether or not guardianship had an influence on the likelihood of drinking alcohol by a pupil. The total percentage of the self report on drinking alcohol was 28.8% (or 34 out of 118 responses) as shown in Appendix 7. The results from Table 7 below show that pupils who live with both biological parents (22.5%) and those who live with mother alone (5.0%) were more likely to drink alcohol than those who live with step mother (1.2%) and those who live with father alone (0%).

Table 7: Pupil self-report of likelihood of drinking alcohol and guardianship

With who the pupil lives	Response		Total
	Yes	No	
Both biological parents	18(22.5%)	44 (55.0%)	62 (77.5%)
Father alone	-	2 (2.5%)	2 (2.5%)
Mother alone	4 (5.0%)	9 (11.2%)	13 (16.2%)
Step mother	1 (1.2%)	3 (3.8%)	4 (5.0%)
Total	22 (27.5%)	58 (72.5%)	80 (100.0%)

Moreover, the responses to the question “Do you think the environment around the school influences pupils’ violent behaviour? If your answer is ‘Yes’ briefly explain how and why” were summarized as shown on Table 8.

Table 8: The relationship between the environment around the school and pupil violent behaviour

Question	Responses
Explain how and why the environment around the school influences pupil violent behaviour.	<ol style="list-style-type: none"> 1. Most of the schools especially in urban places are located near the markets and bars where they sale alcohol and other drugs at any time of the day. Therefore, pupils who dodge lessons and during break time go to drink and smoke dagga. 2. The boarding schools are surrounded by the villages who brew various types of beer which pupils who go out of bounds buy and drink regardless of the time of the day. In addition, pupils access all kinds of cigarettes including dagga. 3. The communities around the school encourage stealing since they buy stolen items from pupils. 4. Schools are located in high density areas where the residents are involved in various violent activities form which some pupils copy.

To continue, the teacher responses to the question “From your experience, what type of families do most violent offenders come from?” were obtained. This was to determine whether or not the pupils’ family background had effects on pupil violent offending. The results show that from teachers’ experiences, step families (43.8%) and poor families (25%) were likely to engage in violent offences. These results are as shown in Table 9 below.

Table 9: Pupil family background and the likelihood of committing violent offences as reported by teacher respondents.

Family background	Frequency	Percentage
Poor families	4	25.0
Step families	7	43.8
Rich families	2	12.5
Father alone	2	12.5
Mother alone	1	6.2
Total	16	100.0

Also, the pupils' responses to the question "Do you have meetings with your school guidance and counselling teachers?" were obtained. This was done to determine whether or not pupils have any sensitization on violent behaviour as well as being provided with social life skills. The results are shown in Table 10 below. The results seem to be suggesting that pupils have guidance and counselling as determined by the teacher (41.4%) and when an individual pupil is reported for an offence (37.9%). It was also noted that where Guidance and Counselling appeared on the class timetable, the frequency was low.

Table 10: Provision of Guidance and Counselling Services in High Schools.

Provision	Frequency	Percentage
One (1) period per week	13	14.9
One (1) period per month	5	5.7
As determined by the teacher	36	41.4
Done when an individual is reported	33	37.9
Total	87	100.0

In addition, a question was asked to pupils on how often the school council met to discuss pupils' problems in the school. This was done in order to find out if pupils have any input in decision making in schools which may help to address the problem of riots in schools. Most of the pupils

indicated that the school council met fortnightly representing 42 (58.3%). The rest of the results are shown in Table 11.

Table 11: Frequency of school council meetings in high schools as reported by pupil respondents

Frequency of meeting	Frequency	percentage
Fortnightly	42	58.3
Monthly	19	26.4
Once per term	11	15.3
Total	72	100.0

Apart from questionnaires, School Black Book review was done. This was in order to investigate the types, frequency, and disciplinary actions taken for violent offending as recorded in the School Disciplinary Books. The results from the Black Book showed that fighting (54.0%), stealing (29.0%), and insulting and name calling (21.0%) were the most frequently recorded violent behaviour. Also, notable was the extent to which some pupils indulged into alcohol drinking and marijuana smoking (80.0%). Other results were about the disciplinary actions taken for violent offending. These included forced transfer, counselling of pupils, manual work and calling parents. These results were summarized in Table 12.

Table 12: Black Book analysis: Pupil violent behaviour management and common disciplinary actions.

S/no.	Description	Frequency	Disciplinary Action
1	Fighting	54	<ol style="list-style-type: none"> 1. Forced transfer 2. Exclusion from boarding 3. Police detention 4. Sent home for counseling for a period of time 5. Manual work 6. Calling parents
2	Insulting and name calling	21	<ol style="list-style-type: none"> 1. Forced transfer 2. Counselling pupils in school by the teacher 3. Manual work 4. Calling parents
3	Bullying	4	<ol style="list-style-type: none"> 1. Forced transfer 2. Counselling a pupil 3. Manual work 4. Calling parents
4	Vandalism and graffiti	5	<ol style="list-style-type: none"> 1. Replacement of property by parents 2. Painting of walls
5	Quarrelling and gossiping	2	<ol style="list-style-type: none"> 1. Counselling the pupil 2. Manual work 3. Calling parents 4. Forced transfer done for perpetual insubordination
6	Rioting	11	<ol style="list-style-type: none"> 1. Recommending for expulsion to higher authority 2. Forced transfer 3. Payment for damages 4. Suspension of the pupil for a period of time
7	Threats and intimidation	10	<ol style="list-style-type: none"> 1. Calling parents 2. Manual work
8	Stealing	29	<ol style="list-style-type: none"> 1. Repayment 2. Manual work 3. Counselling 4. Calling parents if the acts are habitual 5. Police detention
9	Drinking alcohol and other drug involvement	80	<ol style="list-style-type: none"> 1. Calling parents 2. Forced transfer 3. Counselling 4. Manual work 5. Exclusion from boarding
10	Homosexuality and sexual relationships	4	<ol style="list-style-type: none"> 1. Calling parents 2. Counselling the pupils involved

Encouraging Pupils to start Reporting Violent Offences

The responses to the question “What would you suggest to encourage pupils to start reporting acts of violence?” were obtained. Among other responses, protection of pupils who report violent behaviour by school authority; school authority taking actions on any violent act report; and sensitization of pupils on the dangers of violence were some of the measures which would help to encourage pupils to start reporting acts of violence in schools. However, some punitive measures such as suspension or indeed expulsion of perpetually offending pupils were also suggested as a means of encouraging pupils to report violent behavior to school authority. These results were summarized by the pupils and teachers as follows:

Summary of responses to encourage pupils to start reporting acts of violence in High Schools

Teachers' Responses

- Protection of pupils who report cases of violence to authority.
- School authority must be seen to take action when cases of violence are reported to them.
- Pupils who report violent behaviour should be rewarded.
- Procedures of reporting violent behaviour should be defined clearly.
- Pupils should be sensitized on the dangers of violence.
- Pupils need education in Human Rights.
- There should be improved communication between teachers and pupils.
- Offenders should be suspended from school.

Pupils' Responses

- Pupils who witness an act of violence and fail to report it must be punished severely if discovered.
- Pupils who report acts of violence to the school authority must be well protected.
- Expulsion of perpetually violent behaving pupils from school.
- Pupils who report acts of violent behaviour should be rewarded by school authority.

- There should be sensitization of pupils on the dangers of violent behaviour and the need to report such behaviour.
- The school authority should take any act of violence reported to them seriously and be seen to take action.
- Teachers should treat all pupils equally if they are involved in cases of violent behaviour. They should not be seen to favour certain pupils more than others.
- Schools and indeed the Ministry of Education should recruit school counsellors who should be full time counselling pupils.
- When reporting violent acts, the reporter should be allowed to present the case in vernacular if they cannot express themselves well in English.
- *Teachers must be approachable by pupils.*
- The procedures of reporting violent acts should be spelt out clearly.
- The school disciplinary committee should be seen to exist and its members known by pupils. If possible, an office must be created for them.

Addressing Pupil Violent Behaviour in High Schools

The responses to the question “What would you suggest to address the problem of pupil violent behaviour in school?” were obtained. Both pupils and teachers provided some suggestions on School-based Practices and those dealing with Ministry of Education policies which would help to address the problem of pupil violent behavior in schools.

At the school level, the main suggestions were summarized in terms of increasing sensitization on violent behaviour; a well established communication pattern between school authority and pupils; and seriousness in handling any reported act of violence by the school authorities. It appears like there was an indication that both teachers and pupils should have some training in the basics of conflict resolution.

Concerning the national level, issues of moral training and conflict resolution were suggested to be embedded in the school curriculum. Another observation was that the Ministry of Education should deal with teachers who are not committed to their work. It was also observed that school

authorities (especially the head teacher) require some powers to suspend or expel pupils in an event where such pupils do not refrain from their violent activities. Below are some of the suggested ways as perceived by the teachers and pupils.

Suggestions on how to address pupil violent behaviour in High Schools

Teachers' Responses

School-based Practices

- Pupils require training in conflict management and resolution.
- Pupils need sensitization on the dangers and effects of violence.
- Schools should put up a deliberate policy for counselling pupils.
- School authority should make efforts to have a record of the family background of their pupils.
- Schools should create and strengthen pupil councils to help in various school-based policies and decisions.
- All teachers should be committed to the fight against violence in school and not the school administration alone.
- Encourage sound and good communication between pupils, teachers and school administration.
- The school administration should always provide feedback on all issues raised by pupils as prompt as possible.
- The school administration should create an opportunity for pupils to participate in decision making concerning their welfare in the school.
- Schools should have various clubs and sporting activities to keep pupils occupied.
- Schools should have a deliberate policy to educate pupils on their rights and those of others.
- Developing a sense of ownership of school property in pupils by making the culprits replace whatever property they deliberately or negligently damage.
- School rules should strictly be enforced. Parents and pupils should be made to sign if they accept the rules at the time of enrolment of the pupil.
- Involving parents into the disciplinary action of their own children at school.

- Teachers must be committed to their work by attending to their pupils as prescribed by their routine work.
- The school administration should provide a fairly good diet to pupils in boarding schools.
- Schools should have deliberate programmes of inviting motivational speakers and role models to talk to pupils.
- Pupils who report violent acts should be protected by school authority. They should not be called to be witnesses in the case.
- Encourage all pupils to join interdenominational fellowships in school.

National Policy Level

- The school curriculum should contain moral education and training. This will help to inculcate social responsibility and strong family values in pupils.
- Guidance and Counselling should be made as a department and put on the pupil timetable for all grades in all schools
- Schools should have police posts.
- The Ministry of Education should give powers to school administrators to suspend or expel a pupil who has a habit of violence in school. This would serve as an example to others.

Pupils' Responses

School-based Practices

- The parents or guardians of the pupil perpetually involved in violent behaviour should be involved in deciding the appropriate action to be taken against their child.
- The school authority should not hesitate to punish any act of violent behaviour reported to them.
- The school authority should spare time to discuss life skills and the dangers of violence in school.
- The school authority must enforce discipline in pupils by promoting adherence to school rules strictly.
- Teachers must be dedicated and committed to their work and not missing lessons deliberately.

- The school disciplinary committee should be seen to be doing their work seriously, consistently, and without segregation.
- There should be good communication between teachers and pupils.
- Counselling should be provided to pupils quite regularly.
- Teachers who are not committed to their work must be seen to be disciplined by the Ministry of Education.
- Pupils found with a habit of violence should be suspended from school for a period of time or be expelled if necessary.
- Pupils must be sensitized on the dangers of having sexual relationships while at school.
- Pupils who miss lessons without permission should be punished severely.
- The school authority should protect pupils who report acts of violence.
- The school authority should provide pupils with an opportunity to express their opinion on certain issues which concern their welfare in school.
- Teachers should be friendly in handling pupils' problems.
- The school authority should encourage all pupils to join interdenominational fellowships in schools.
- The school authority should try to provide better diets and good sanitation in boarding schools.
- The school administration should encourage sporting activities and clubs in school.

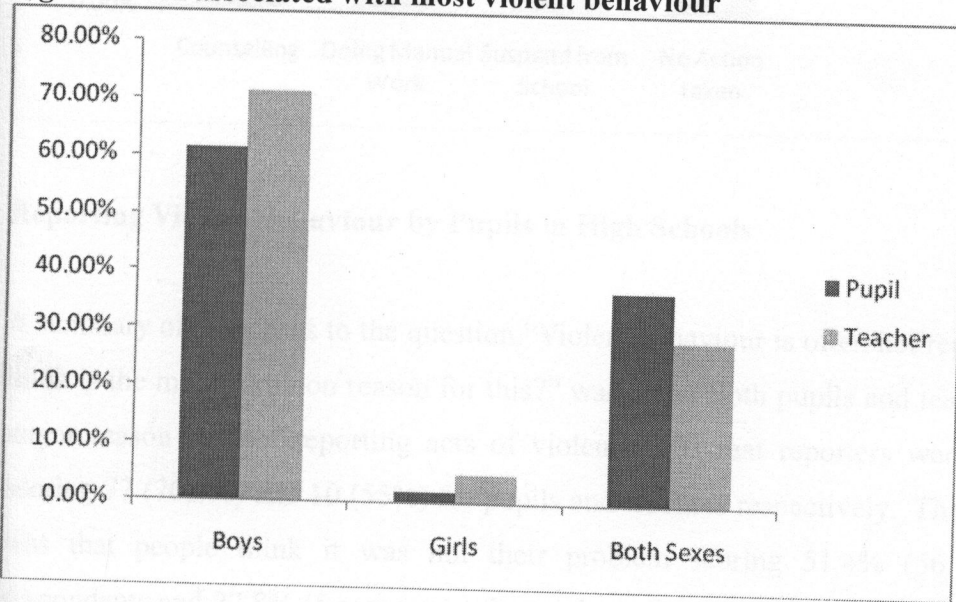
National Policy Level

- The Law regulating the sale of alcohol to the under- age and stipulating the time for opening and closing bars must be enforced strictly.
- Beer drinking by a pupil in school should be considered as a case of gross indiscipline and be punishable severely including suspension even to first offenders. This should include a strong government policy on ways of addressing the problem of beer drinking in schools.
- There should be workshops and seminars designed for pupils on the issues of violence.
- Teachers and the school disciplinary committee members should have some training in handling various forms of violent acts in school.
- Schools should have police posts.

Pupil Violent Behaviour and Gender in High Schools

A summary of responses to the question "Who between boys and girls commit most violent offences in school?" were obtained. The following results were observed. On the one hand, pupils' 71 (61.2%) responses showed that boys commit most violent offences followed by both sexes 43 (37.1%). On the other hand, it was shown by teachers' 15 (71.4%) responses that boys commit most violent offences followed by 6 (28.6%) of them who said both sexes commit violent offences. The results were as observed from Figure 1 below.

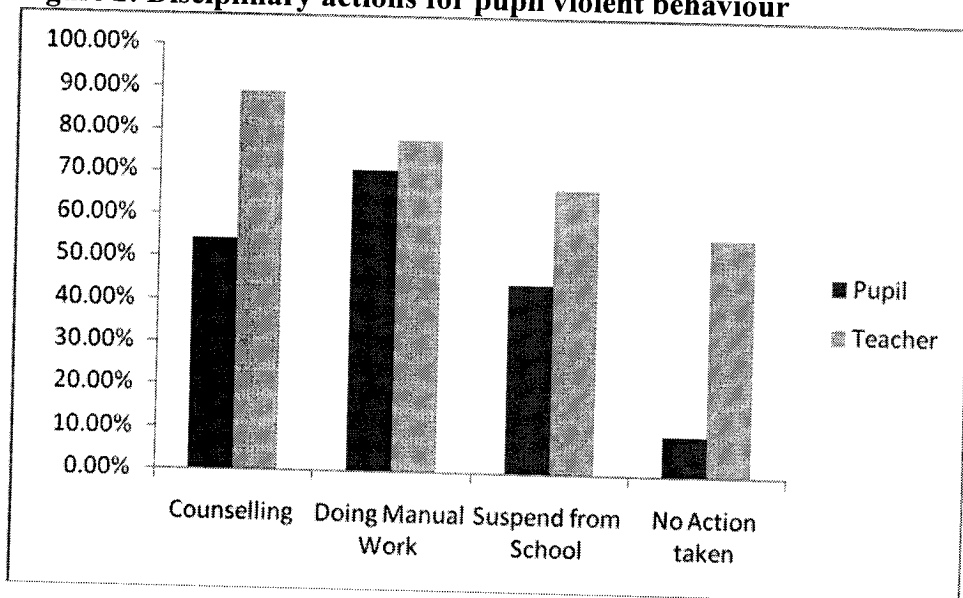
Figure 1: Sex associated with most violent behaviour



Common Disciplinary Actions for Pupil Violent Behaviour

The responses to the question "If you reported an act of violence, what did the school authority do to the offender?" were obtained. Most of the pupils 51 (70.8%) said that they were given manual work punishment while 39 (54.2%) of them said they were given counselling. 32 (44.4%) said that the offenders were suspended from school. As for teachers, forced transfer 8 (88.9%), counselling 7 (77.8%), and doing manual work 6 (66.7%) constituted the frequent likely disciplinary actions for violent offending. The results are as shown on Figure 2 below.

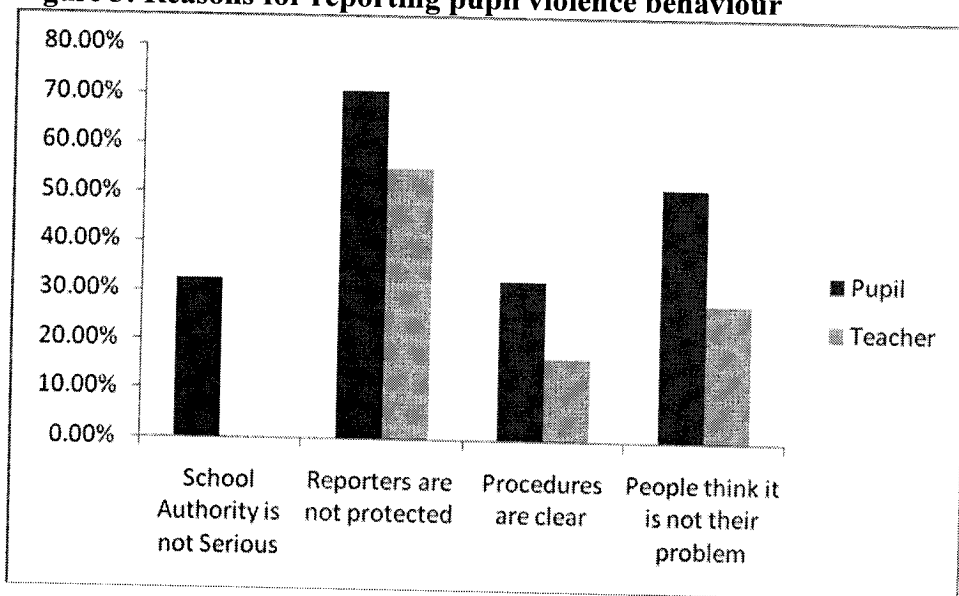
Figure 2: Disciplinary actions for pupil violent behaviour



Reporting Violent Behaviour by Pupils in High Schools

A summary of responses to the question “Violent behaviour is often not reported.... What do you think is the most common reason for this?” was done. Both pupils and teachers reported that the major reason for not reporting acts of violence was that reporters were not being protected scoring 77 (70.6%) and 10 (55%) for pupils and teachers respectively. The other possible reason was that people think it was not their problem scoring 51.4% (56 responses) for pupil respondents and 27.8% (5 responses) for teacher respondents. The summary for these findings are as shown in figure 3.

Figure 3: Reasons for reporting pupil violence behaviour



Statistical tests

Two Chi-square tests were done on two separate variables. For analysis, a 2-tailed Chi-square test was considered. This consideration was applied to both statistical tests (Chi-square tests).

For one thing, a Pearson Chi-square tests on the variables: “boys commit most violent offences” and “gender” was done. This was done to determine if there was any significant relationship in the perception of boys being more violent than girls as observed from Table 13.

Table 13: Chi-square Test for the Variables 'boys commit most violent offences in school' and 'gender'

Test	Value	df	Assmp.sig. (2-sided)	Exact Sig. (2-sided)	Exact sig. (1-sided)	Point Probability
Pearson Chi-Square	.318 ^a	1	.573	.707	.354	
Continuity Correction	.141	1	.707			
Likelyhood Ratio	.318	1	.573	.707	.354	
Fisher's Exact Test				.707	.354	
Linear-by-Linear Association	.316 ^c	1	.574	.707	.354	.127
N of valid cases	118					

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.50.

b. Computed only for a 2x2 table

c. The standardized statistic is .562.

Hypothesis: H_0 : There is no difference between boys and girls in reporting that boys were more violent in schools at 5% significant level.

H_1 : There is a difference between boys and girls in reporting that boys were more violent in schools at 5% significant level.

Decision Rule : Reject H_0 is if x^2 observed $>$ x^2 critical

Results : x^2 observed = 0.32 and x^2 critical = 0.71

Conclusion : We fail to reject H_0 and conclude that both boys and girls reported that boys were more violent in schools than girls.

Another thing is that a Chi-square test was done to establish the relationship between the variables "the environment around the school influence pupil violent behaviour" and "gender". The purpose of the test was to determine whether or not there was any significant relationship between boys and girls in stating that the environment was a predictor of violence in schools. The results of a Chi-square test are shown in Table 14.

Table 14: Chi-square Test for the Variables 'the environment around the school influence violent behaviour' and 'gender'

Test	Value	df	Assmp.sig. (2-sided)	Exact Sig. (2-sided)	Exact sig. (1-sided)
Pearson Chi-Square	.323 ^a	1	.570		
Continuity Correction	.144	1	.705		
Likelihood Ratio	.323	1	.570		
Fisher's Exact Test				.705	.352
Linear-by-Linear Association	.321	1	.571		
N of valid cases	118				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.50.

b. Computed only for a 2x2 table

Hypothesis: H_0 : There is no difference between boys and girls in stating that the environment around schools influences pupil violent behaviour in school at 5% significance level.

H_1 : There is a difference between boys and girls in stating that the environment around the school influences pupil violent behaviour in school at 5% significance level.

Decision Rule : Reject H_0 if x^2 observed $>$ x^2 critical

Results : x^2 observed = 0.32 and x^2 critical = 0.60

Conclusion : We fail to reject H_0 and conclude that there is no difference Between boys and girls in stating that the environment around schools influences pupil violent behaviour.

Findings from a Focused Group Discussion

A focused group discussion was used to obtain feelings, opinions, and judgements of pupils on violent behaviour in schools. The results appeared to be a recapitulation of the other reports done earlier in this chapter. However, a few observations were made. One cause of pupil violence was that some teachers had no regard for pupils. Another cause of violence was that of media in which some pupils, especially boys, tend to act out some prominent film actors like John Cena, 'The Undertaker', and Jack Chang to mention a few. Lastly, the pupil respondents also reported that the violence and disorder that is perpetuated by Grade 12 pupils prior to final examinations were intended for preserving a culture of violence and leaving a legacy by which a particular group of grade 12 intake would be remembered. A summary of these results is as shown 17 below.

Summary of Responses obtained through Focused Group Discussion

As regards what type of violent offences pupils commit in school, the findings of the study revealed the following:

- Fighting.
- Insulting and name calling.
- Quarrelling and gossiping.
- Vandalism and graffiti.
- Threats and intimidation.
- Sexual harassment.
- Stealing.
- Rioting.

Pupils were asked to indicate the causes for violent offences and the following emerged:

- Lack of supervision by teachers and prefects.
- Pupils seek identity and dominance over others.
- Peer pressure.

- Sexual relationships.
- Beer drinking and marijuana smoking.
- Some pupils especially boys want to act-out some prominent film actors like John Cena and The Undertaker.
- Many boys are involved in martial arts training and would want to practice their skills.
- Ignorance: some pupils do not realize that even offensive language is violent behaviour.
- Some teachers have no regard for pupils forcing them to react violently.
- Schools are surrounded by markets and bars where beer and cigarettes are traded without any regulation by Government authorities. Such places are full of noise from loud music and people doing all sorts of misbehaviour including violent behaviour.
- Some pupils who behave violently come from disorganized families and communities especially shanty compounds where they experience violence every day.
- Some pupils who do not like school usually drink and come to school to disturb others.
- Most Grade 12 pupils are involved in violent behaviour because they want to leave a legacy.

As regards places where very violent pupils come from, the findings of the study revealed the following:

- Those who live without biological parents.
- Homes where parents fail to discipline their children.
- Shanty compounds.
- Strict homes with a lot of “curfews” and strict rules.
- In boarding schools, those pupils who come from big cities such as Lusaka and Kitwe want to be noticed. Such pupils gang up and speak a particular language as identity.
- Homes where parents quarrel with neighbours anyhow or indeed quarrel frequently within the household.
- Homes where parents are poor and pupils support themselves financially. Such pupils feel intimidated due to poverty.
- Rich families with internet facilities in the home where pupils copy wrong morals if parents do no regulate.

Pupils were asked to briefly explain why most of the time they did not report cases of violent behaviour to school authority. Their responses were as follows:

- Most pupils protect friends from punishment.
- Those who report are not adequately protected by school authorities.
- Some teacher do not know what to do when cases are reported to them.
- Some prefects are corrupt. So they defend culprits.
- Teachers protect culprits who are familiar with them or their families.
- Some pupils fail to express themselves in English so they fear punishment for vernacular speaking.
- Teachers protect culprits who perform well in their subjects.
- The pupils who report are usually beaten by culprits since teachers call the reporter as witness.
- Most of the time school authorities defend prefects who commit violent offenses.
- Most of the time culprits are not punished by school authority.
- Male teachers like defending girls who are their girlfriends.

Finally, pupils were asked to give suggestions on how to help control the occurrence of violent behaviour in High Schools. Their suggestions were as follows:

- The activities of the cadet force in schools should be regulated since they are the most violent.
- Teachers should stop calling pupils bad names and begin to treat pupils as human beings with emotions and feelings.
- The Government should do more than it is doing in disciplining teachers having sexual relationships with school girls.
- The activities of the NGOs such as Changes-2 with the programme of Peer Educators must be promoted in schools.

- Schools should have a deliberate policy to reward well-behaved pupils during School Assemblies.
- The school authority should take every case of violent behaviour reported to them seriously.

CHAPTER FIVE

DISCUSSION OF RESULTS

Introduction

This chapter discusses the major findings of the study. It will discuss the results according to the themes: type and nature of pupil violent behaviour and their frequency; causes of pupil violent behaviour; and gender differences in pupil violent behaviour in High Schools.

Types of Pupil Violent Behaviour and their Frequency

The results generated from Tables 1 and 2 seem to show that however the distribution of responses between pupils and teachers, there appear to be five major types of pupil violent behaviour prevalent in High Schools. These are insulting and name calling, fighting, vandalism of school property, quarrelling and gossiping, and bullying. Both the pupils' and teachers' responses indicated that among the five types of violent behaviour, insulting and name calling was the highest frequent of all. In fact one male pupil respondent at School B said "You see sir, insulting is more like a school rule on its own. It is like everyone accepts it as normal."

The finding concerning insulting and name calling and bullying seem to be supported by CAMFED (2008) who, although investigating factors that hinder academic performance and employment potential for women, found high levels of such violent acts common in schools in both Tanzania and Zambia. CAMFED (2008) found out that such violence were acceptable by both pupils and teachers as not abusive and not violent at all. This probably explains why Table 12 shows a relatively low frequency of insulting and name calling recorded in the School Black Books. However, it was observed in the same study that this type of violence was part of the reason for poor academic performance especially among girls.

Fighting in High Schools seems to be another serious problem. This result is probably supported by YRBS (2007) who reported that some pupils in schools in the USA were likely to miss school

for fear of being victims of physical fights.

Simate (1993) cited in Banja (2003) also reported among his findings that vandalism of school property was one of the serious pupil discipline problems. The problem of vandalism is still rampant.

Nature of Pupil Violent Behaviour

Probably, the five most frequent types of pupil violent behaviour noted in this research would be related to what Ellickson and McCann (2002) termed as relational violence. Insulting and name calling, fighting, vandalism of school property, quarrelling and gossiping, and bullying are relational in nature since they all concern interpersonal disputes between and among peers. Similarly, the five most common types of pupil violent behaviour identified in this research tend to fit into three out of four broad categories of violence mentioned in Chapter One. These general classes are verbal violence (insulting and name calling, quarrelling and gossiping); physical violence toward others (fighting and bullying); and physical violence toward property or objects (vandalism of school property).

Causes of Pupil Violent Behaviour in High Schools

From this research, we can deduce that the causes of pupil violent behaviour in High Schools tend to overlap. However, five categories of causes for violent behaviour were identified. These are namely individual and peer factors, school location, pupil's home background, school factors, and the media.

Individual and Peer Factors

Table 4, 11 and 12 show that drinking of alcohol and theft were among the likely causes of pupil violence in schools. The results from the Focused Group Discussion, the Black Book and the questionnaires gathered a serious problem of pupils' indulgency into beer drinking. In both Day and Boarding High Schools, some pupils were reported of drinking beer during learning hours.

This triggers a lot of insulting and fighting by pupils in school premises.

Probably, the finding that alcohol consumption is a serious agent in precipitating pupil violence in schools is supported by McMahon et al. (1995) who identified it as a substance that reduces inhibition to violence in some individuals. Similarly, Barringa et al. (2001) and Moffitt et al. (2001) both reported that theft was a common antisocial behaviour among youths.

School Location

Most schools are surrounded by either high densely populated areas (townships) or villages. Therefore, it was eminent that these environments (pupils: 61.6% or 73 responses and Teachers: 76.2% or 16 as shown on Table 10) around the schools have various negative influences on the conduct and general behaviour of pupils due to the reasons observed in Table 11. Also, Table 14 show the Chi-Square 2 test result at 5% significant level that the Chi-Square observed value (0.32) was smaller than the Chi-Square critical value (0.60) suggesting that both boys and girls identified the environment around the schools to influence pupil violent behaviour. One female pupil from School D said

There are too many bars and taverns in the market just two metres away from the school gate. Some pupils sneak out to drink and smoke anytime. As you can hear sir, there is too much noise from the loud music in the market which makes pupils attracted. The people who sell beer do not even look at the fact that pupils are in school uniforms and it is school time.

Another pupil from the same school said “The school is near the bus station where the bus conductors and their helpers are either insulting each other or physically fighting”. The effects of environment on pupils’ violent behaviour in schools were also identified by Brewer et al. (1995), Maguin et al. (1995), and Jordaan and Jordaan (2000) who observed that the presence of drugs and norms favouring violence in the community affect the conduct of youths who experience it vicariously.

Guardianship

According to Table 7, the pupil self-report of the likelihood of drinking alcohol and guardianship seem to show that those living with both biological parents were vulnerable. There could be various reasons for this result. However, one assumption could be inconsistencies and arguments about the correct way of parenting.

Similarly, Table 9 shows the views of teacher on the family background of pupils who are perpetrators of violence in school. It was observed that those from step families were seemingly more likely to commit violent offences than those from other families.

Perhaps, the finding on poor parenting styles could be supported by studies such as Calpaldi and Patterson (1996), McCord (1979) and Farrington (1989). In their separate studies, the above researchers showed that parents who do not set clear behaviour expectations and who do not monitor and supervise their children's behaviour were likely to influence delinquency and substance abuse in their children. Concerning violence in step families, Fagan (1995) also reported a similar observation that quarrelling and fighting seem to be very frequent in such families.

School Factors

One school factor that was observed as shown by Table 5 involves lack of teachers' commitment to their work and the inherent lack of communication between teachers and pupils. These were especially cited by pupils as the main causes of riots in schools. However, teachers held a different view that pupils were involved in riotous behaviour due to misinterpretation of human rights. Banja (2003), similarly, reported that pupils behaved rudely towards teachers due to teachers themselves either failing to teach well or indeed having no commitment to work.

Another school factor for pupil violence in schools is the use of abusive language and bad treatment of pupils by some teachers. A female pupil respondent at School C said

Some teachers especially male teachers should mind the way they talk to girls. Such comments like ‘move your ugly body away from me’ make us feel embarrassed. As a result and out of anger we answer back rudely.

A male pupil from School D also said

A certain teacher does not ask. He just starts beating a pupil. Corporal punishment is increasing at this school. Actually, he even boasts that ‘I slapped your friend with the left hand and he fainted. If you annoy me, I will slap you with the right so that we can burry you.’

These findings seem to be supported by Zanden (1985) and Louw and Edwards (1997) who reported that physical punishment can influence the victim to react violently to the source of punishment. Banja (2003) also found out that pupils sometimes reacted violently to teachers because they used abusive language towards them.

In addition, the lack of seriousness by school authority in reacting to reports of pupil violent behaviour was observed as a predictor of violence. Figure 3 shows that the pupils who report acts of violence to school authority were not protected at all. This makes them to be victims of beating and mockery by the culprits. The reason is that reporters of acts of violence serve as witnesses during the interrogation of culprits. A female pupil respondent at School D said “Aha filoma (Cibemba meaning they beat) especially outside the school premises.” Another female pupil at school F said

Even if it is reported no action is taken so what is the reason for reporting anyway. It is even bad when other pupils start mocking you to say ‘Ninshi ulelwisha balakupelako shinga’ (Cibemba meaning what is your benefit or reward).

Probably, the above result is supported by Watson and Greshan (1998) who observed that inconsistent ways of dealing with antisocial behaviour may increase the likelihood of its occurrence.

Furthermore, the management actions for violent behaviour showed a lot of short-comings. This is observed by the contradiction on Figure 2 and Table 10. Although Figure 2 shows that the

provision of Guidance and Counselling Services is happening in schools, it is also clear from Table 10 that the specific timing for these programmes is haphazard. It is possible that the pupils are not receiving the necessary possible sensitization on the dangers of violent behaviour in school. It then becomes so clear as obtaining on Figure 2 that, to a larger extent, doing manual work and suspending a pupil from school were among the most commonly used disciplinary actions. Further, Table 12 shows that there is parental involvement in disciplinary actions of their children. However, in most cases when the parent to the offender was called before the School Disciplinary Committee the child was likely to go on either suspension or forced transfer to another school. This seems to be excluding the partnership between school authority and parents in child behaviour training and appears to be punishment on the parent as well. The above situation in school practice is counter to that proposed by CCBD (2002) who recommended the involvement of the community and families in disseminating information regarding school expectation and in the development and implementation of Pupil Positive Behaviour Plans.

Lastly, the activities of pupil violent behaviour surrounding Final Examination period mostly done by Grade 12 pupils are for the purpose of leaving a legacy. In an attempt to comment on this problem, a female pupil respondent at School D pointed to the engravings in the mango tree (referred to as a “holy tree” due to the mischievous activities such as marijuana smoking which take place there) containing the writing “Mafia was here. Twali ba sugo not imwe” (Cibemba meaning we were real Grade 12s not you). Shana reported a similar result about discipline problems in Secondary Schools in Lusaka that Grade 12 pupils became unruly during final examination periods. The reason for this unruly behaviour by Grade 12 pupils were due to the belief that expulsion had no effect on them. However, it seems to be clear that the continuity of unbecoming behaviour among Grade 12 pupils is intended for the perpetuation of the culture of violence prior to final examination periods by which a particular cohort of Grade 12 pupils in the school would be remembered by others.

The Media

During the Focused Group Discussion, it was consistently stated by respondents that some pupils, especially boys, want to imitate some prominent film actors like John Cena and ‘The

Undertaker'. This had led to many boys in schools to get involved in martial arts training. As a result, they want to practice their skills on other pupils or among fellow martial artists. A boy at School C said

It is like just because Jack Chang beat his father, most boys doing martial arts also want to be Jack Chang. But this all because of ignorance that real martial artisans do not fight anyhow.

In addition, a girl at School B commented that

Most film actors seem to be using very strong abusive language. In some homes parents do not care about what their children watch on television. As a result, most youths (like pupils) do not think any offensive language is violence.

Many studies such as Bandura et al. (1961, 1963), Liebert and Baron (1972), and Eron et al. (1982, 1983) all cited in Zanden (1985) have reported similar findings that television provides opportunities for children to learn aggressive skills.

Gender Differences in Pupil Violent Behaviour

From Figure 1, it is clear that both pupils and teachers reported that boys were more likely to commit violent offences than girls. In addition, results from Table 13 shows that the Chi-Square observed value (0.32) was smaller than the Chi-Square critical value (0.71) suggesting that both boys and girls accepted that boys were more likely to commit violent offences than girls in schools. One male pupil respondent at School B said that

Violence is a 'boys' thing. You know, every boy wants identity and to be feared. So the only way to gain respect is by violence. You know, it is a way to show off that you are powerful.

Another male pupil respondent at School F commented that "The biggest reason why boys are violent is over sexual relationships. Sir, over a girlfriend boys insult a lot and even threatening to point of killing." This result seem to be supported by Rutter (1980) who stated that time sampled observations of playground behaviour in almost all places around the world show more male dominance in violent behaviour than females. In addition, Mills (2001) also reported that

for many boys 'tough' defined what it meant to be male. He further argued that the use of aggression by boys to gain power and dominance suggest why this undermines the girls' whole experience of school life.

However, whereas the score of responses for girls' involvement in violent behaviour appear relatively low, there seemed to be a rise when that of the two sexes was assessed together. One reason which was obtained from the respondents especially during the Focused Group Discussion was that both sexes experience peer pressure. Probably, the possible support and explanation for this result is related to Barringa et al. (2001) and Moffitt et al. (2001) who observed that both males and females had shared vulnerabilities to factors predicting juvenile offending.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

This chapter is aimed at recapitulating the main findings of the study. It will also provide recommendations to all stakeholders that may wish to make use of this research.

Conclusion

To sum up, this research revealed a number of findings relating to the most frequent types of pupil violent behaviour in High Schools; the likely causes of pupil violent behaviour; and the gender differences in pupil violent behaviour.

Firstly, the research indicated that insulting and name calling was the most prevalent of all pupil violent behaviour in schools. Other notable findings include physical fighting among pupils and vandalism of school property.

Secondly, it was observed that the main predictors of pupil violence were cross-cutting or overlapping. This research identified the influence of alcohol to be the major cause of pupil violence in High Schools currently. Other possible causes of pupil violent behaviour revealed by this research include the effects of environments around schools, lack of protection for reporters of pupil violent behaviour, and theft among pupils.

Lastly, gender differences were also observed in pupil violent behaviour in High Schools. This research showed that most violent offending was likely to be perpetrated by boys in schools. The reasons provided for this result was issues of masculinity and too much beer drinking among boys. However, it was also observed that both boys and girls had shared vulnerabilities to peer pressure which compel them to engage themselves in pupil violent behaviour.

Recommendations

The following recommendations were made in an attempt to address the problem of pupil violent behaviour in High Schools.

1. This research proposes more research especially in the areas of the parental involvement in alcohol consumption and its effects on the child's conduct in school especially in Zambia.
2. The Government and the Ministry of Education in particular should consider the creation of a discipline regulating board to constantly foster youth risk behaviour management in schools through research. The issue here is that Zambian Schools continue to adopt policies of dispensing discipline from Western Worlds, such as abolishing of corporal punishment without providing serious safeguards for the transition.
3. There is need for seriousness in the provision of Guidance and Counselling Services in schools. This includes the institutionalization of the Guidance and Counselling to be an independent department in schools. This will enable designated officers to concentrate on child behaviour training in schools.
4. Schools should develop a deliberate policy to encourage interdenominational fellowships in school. Both the pupils and the teachers reported that such fellowships like Scripture Union helped to regulate the conduct of pupils in schools.
5. The Ministry of Education should consider expediting the establishment of School Councils countrywide. Zambia is gradually embracing democratic principles. Thus, it is important that school authorities and their own pupils operate mutually in decision making especially in matters that affect pupils' welfare in schools.
6. There is need for teachers to have some training in conflict management and resolution. Pupils in schools observed that most teachers showed incompetence in handling pupils' problems.

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APPENDICES

APPENDIX 1

PUPIL'S QUESTIONNAIRE

This questionnaire is intended to investigate the nature and prevalence violent behaviour in high schools. The information to be obtained will be treated confidential. The researcher will not publish anything that could identify the respondent to anyone.

SECTION A.

Q1. Respondent personal details

School: _____

Grade: _____

Page: _____ Gender: male Female:

Home Residential Area: Town _____ Location: _____

Q2. For how long have you been at this school? **Tick one only**

a) Since grade 10

b) Since grade 11

c) This term only

d) Other Specify _____

Q3. At home, who do you live with? **Tick one only**

a) Mother and father

b) Father alone

c) Mother alone

d) Step mother

e) Other Specify _____

Q4. If you live with one biological parent, state why? **Tick one only**

a) Separated

b) Divorced

c) One parent died

d) Other specify _____

Q5. What is the level of education of your parents or guardians? **Tick one only**

(i) Male guardian's education

a) Did not attend school

b) Primary level

c) Secondary level

d) College level

(i) Female guardian's education

a) Did not attend school

b) Primary level

c) Secondary level

d) College level

Q6. Where do your parents or guardians work? **Specify**

Mother _____

Father _____

SECTION B.

Q7. When you were very young, what type of punishment did your parents or guardians use to discipline you? **Tick as many as apply.**

a) Just explain and guiding

b) Threats to beat only

c) Canning

d) Simply ignored only

- e) Shouting at you and calling you names
- f) Other Specify _____

Q8. Generally, which of the following applies to your parents? Tick only one.

- a) Not strict
- b) Strict
- c) Very strict

Q9. Do your parents find time to spend their free time with you? Tick one only

- a) Yes
- b) No

SECTION C.

Q10. What do you think are the most common types of violent behaviours in your school? **Tick as many as possible.**

- a) Fighting
- b) Insulting and name calling
- c) Bullying
- d) Vandalism of schools
- e) Querraling and gossiping
- f) Rioting
- g) Sexual arassment
- h) Threats and intimidation
- i) Threats to commit suicide
- j) Carrying a weapon on school premises
- k) Other **Specify** _____

Q11. Which of the violent behavoiurs mentioned in Q10 did someone do to you? **Specify**

a) _____

- b) _____
- c) _____

Q12. Which of the violent behaviour did you do to some one else? **Specify**

- a) _____
- b) _____
- c) _____

Q13. Has your school experienced any riot? **Tick one only**

- a) Yes
- b) No

Q14. If 'yes' what were the reasons for the riot? **Tick as many as may apply.**

- a) Poor sanitation []
- b) Poor diet []
- c) Teachers using the school bus alone []
- d) Suspected misappropriation of project funds []
- e) Some teachers failing to teach well []
- f) Lack of dedication by teachers to work []
- g) Lack of communication between teachers and pupils []
- h) Pupils need too much freedom due to alledged human rights []
- i) Too much punishment []
- j) Other [] Specify _____

Q15. What do you think are the causes of violent behavior in your school? **Tick as many as apply.**

- a) Smoking mirijuana []
- b) Sexual relationships []
- c) Drinking alcohol []
- d) Failing of tests []
- e) Dislinking school and teachers []
- f) Some pupils stealing from others []

g) Other

[]

Specify _____

Q16. Have you ever taken alcohol? **Tick one only**

a) Yes

[]

b) No

[]

Q17. Have you ever smoked a cigarette? **Tick one only**

a) Yes

[]

b) No

[]

Q18. Do you think the environment around the school influence pupils' violent behaviour? **Tick one only**

a) Yes

b) No

Q19. If the answer to Q18 is 'YES' briefly explain why.

SECTION E

Q20. Who commits most violent offences in school? **Tick one only**

a) Boys

[]

b) Girls

[]

c) Both sexes

[]

Q21. Which of the violent offenses mentioned in Q10 is most common among boys? Specify

a) _____

b) _____

c) _____

Q22. Which of the following violent offenses mentioned in Q 10 is most common among girls?

Specify

- a) _____
- b) _____
- c) _____

SECTION E

Q23 Have you ever reported any act of violence to the school authority? **Tick one only**

- a) Yes []
- b) No []

Q24. If you reported, what did the school authority do to the offender? **Tick as many as apply.**

- a) Taken for counselling []
- b) Punished by doing manual work []
- c) Suspended from school []
- d) Nothing was done []
- e) Other [] Specify _____

Q25. Violent behaviour is often not reported, what do you think is the most common reason for this? **Tick as many as apply.**

- a) The school authority does not take such cases seriously []
- b) Usually those who report are not well protected by teachers []
- c) The procedures of reporting violence are not clear []
- d) People think it not their problem []
- e) Other [] Specify _____

Q26. What suggestions would you give the school authority to encourage pupils start reporting acts of violence? Specify

- a) _____

- b) _____
- c) _____

Q27. Do you have a school council of class representatives to discuss your problems in school?

Tick one only

- a) Yes
- b) No

Q28. If the answer to Q27 is 'YES' how often does the council meet to discuss pupil's problems in the school? **Tick one only**

- a) Every after 2 weeks
- b) Monthly
- c) Once in a term
- d) Other **specify** _____

Q29. Do you have meetings with your school guidance and counselling teachers? **Tick one only**

- a) Once per week on the class timetable
- b) Once per month on the timetable
- c) Only when the guidance teacher wants
- d) Only when an individual reports to the office
- e) Other **Specify** _____

Q30. What would you suggest to help address the problem of pupil violent behaviour in schools?

Specify

- a) _____
- b) _____
- c) _____
- d) _____

Thank You for completing the questionnaire.

APPENDIX 2

TEACHER'S QUESTIONNAIRE

This questionnaire is intended to investigate the nature and prevalence of violent behaviour in High Schools. This information to be obtained will be treated confidential. The researchrs will not publish anything that could identify the respondent to anyone else.

Q1. Respondent's personal details

School: _____
Age: _____ Gender: Male Female:
Position in School: _____
Length of Service: _____

Q2. For how long have you been working at this school? _____

Q3. What do you think are the most common types of violent behaviour among pupils in our School? **Tick as many as apply**

- a) Fighting
- b) Insulting
- c) Bullying
- d) Vandalism of school property
- e) Quarrelling and Gossiping
- f) Rioting
- g) Sexual harassment
- h) Threats and intimidating
- i) Threats to commit suicide
- j) Carrying a weapon on school premises
- k) Other Specify _____

Q4. What do you think are the causes of the violent behaviour in your school? **Tick as many as apply.**

a) Smoking marijuana []

b) Sexual relationship []

c) Drinking alcohol []

d) Failing of tests

e) Disliking school and teachers []

f) Some pupils stealing from others

g) Other []

Specify _____

Q5. Have you personally experienced an act of violent behaviour from a pupil?

If yes, what was it? _____

Q6. Who commits most violent offences in school? **Tick one only**

a) Boys []

b) Girls []

c) Both sexes []

Q7. Please explain briefly the reason for your answer in Q5.

Q8. Do you think the environment around the school influence pupils' violent behaviour?

a) Yes []

b) No []

c) Other [] **Specify** _____

Q9. If the answer to Q8 is 'Yes' briefly explain why

Q10. What violent offences are most common among boys in the school?

- a) _____
- b) _____
- c) _____

Q11. What violent offences are most common among girls in the school?

- a) _____
- b) _____
- c) _____

Q12. Have pupils rioted at your school?

- a) Yes
- b) No

Q13. If your answer to Q12 is 'yes' what were the causes? **Tick as many as may apply.**

- a) Poor sanitation
- b) Poor diet
- c) Teachers using the school bus along
- d) Suspected misappropriation of funds
- e) Some teachers failing to teach well
- f) Lack of dedication by teachers to work
- g) Lack of communication between teachers and pupils
- h) Pupils need too much freedom due to alledged human rights
- i) Too much punishment
- j) Other Specify _____

Q14. What punishment did you give to pupils who participated in the riot? **Tick as many as apply.**

- a) Gave them a forced transfer
- b) Counseled them
- c) Gave them manual work
- d) Suspended them from school
- e) Other Specify _____

Q15. Has any pupil reported any act of violence to you? **Tick one only.**

- a) Yes
- b) No

Q16. If the response is 'Yes' to Q14 what did you do about it?

Q17. From your experience, what type of families do most violent offenders come from?

Tick as many as apply

- a) Poor families
- b) Step families
- c) Rich families
- d) Father alone
- e) Mother alone
- f) Other Specify _____

Q18. Violent behaviour is often not reported. What do think is the most common reason for this?

Tick as many as may apply

- a) The reporters are not protected
- b) The procedures are not clear
- d) The school authority does not take action
- e) Other Specify _____

Q19. What would you suggest to encourage pupils to start reporting acts of violence?

- a) _____
- b) _____
- c) _____

Q20. Do pupils have a School council of class representatives to discuss their problems in school? **Tick one only**

- a) Yes
- b) No

Q21. What other channels do pupils use to communicate their problems and complaints to the authority?

Q22. Does your school hold guidance counselling meetings to pupils? **Tick one only.**

- a) Yes
- b) No

Q23. Is guidance and counselling put on class time table? **Tick one only.**

- a) Yes
- b) No

Q24. If "YES" , state how many times per week. _____

Q25. What would you suggest to help address the problem of pupil violent behaviour in school?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Thank you very much for completing the questionnaire

APPENDIX 3

FOCUSED GROUP DISCUSSION GUIDE FOR PUPILS

This focused group discussion is intended to obtain information on pupil violent behaviour in high schools. The respondent is assured that no information which could identify you will be published. Therefore, all the information provided here will be confidential.

- Q1.** What type of violent offences do pupils commit in this school?
- Q2.** What do you think causes pupils to commit those violent offenses?
- Q3.** Who between boys and girls commit more violent offenses than the other? Why is this so?
- Q4.** Mention the violent offenses mostly done by boys and those done by girls in this school.
- Q5.** Which places do you think pupils who are very violent come from in your school?
- Q6.** Most of the time, pupils do not report cases of violent behavior to school authority. Briefly explain why this occurs?
- Q7.** What would you suggest would help to control the occurrence of violent behaviour in high schools?

APPENDIX 4

AN INVENTORY OF PUPIL VIOLENT BEHAVIOUR AS OBSERVED FROM SCHOOL DISCIPLINARY RECORD BOOK.

SCHOOL: [A] [B] [C] [D] [E] [F] (Tick one only)

NATURE OF SCHOOL:.....

DISTRICT:.....

Type/Nature of violent behaviour	Sex	Prevalence	Score	Disciplinary Action
		Tally marks		
a) Fighting	M			
	F			
b) Insulting and name calling	M			
	F			
c) Bulling	M			
	F			
d) Vandalism of schools	M			
	F			
e) Quarelling and Gossiping	M			
	F			
f) Rioting	M			
	F			
g) Sexual arassment	M			
	F			
h) Threats and intimidating	M			
	F			
i) Threats to commit suicide	M			
	F			
j) Carrying a weapon on school premises	M			
	F			
k) Other forms of violence	M			
	F			

APPENDIX 5

THE DISTRIBUTION OF RESPONDENTS

School	District	Female teachers	Male teachers	Female pupils	Male pupils
A	Ndola	1	2	9	10
B	Masaiti	2	3	10	10
C	Ndola	0	3	10	10
D	Ndola	2	1	10	10
E	Masaiti	2	3	10	9
F	Ndola	2	1	10	10
	Total	9	13	59	59