MANAGING INDISCIPLINE CASES IN SELECTED GOVERNMENT AND MISSION SECONDARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA

BY

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AUTHOR'S DECLARATION

I, **MERCY HAMALENGO,** declare that this dissertation is my own original work. It has not been previously submitted at the University of Zambia or any other institution for the award of any kind of academic qualifications. Where other people's work have been used, acknowledgement has been done.

APPROVAL

This dissertation by **MERCY HAMALENGO** is approved as being partial fulfilment of the requirements for the award of the Master of Education in Civic Education degree of the University of Zambia.

Signed: ………………………………… Date: ………………………………….

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DEDICATION

I dedicate this piece of work to all my colleagues in the education sector, those who express concern over the deteriorating levels of discipline in secondary schools pupils. Then struggle to come up with tangible lasting solutions of minimizing the vice. I also dedicate this work to my family whose contribution to my life is great.

ACKNOWLEDGEMENTS

ABSTRACT

Indiscipline cases among secondary school pupils have been a serious problem affecting the learning and teaching progressions in both Government and Mission schools in Zambia and the world. The general purpose of this study was to identify the management strategies put in place in the mitigation of pupil indiscipline in Government and Mission secondary schools in Lusaka District. The study sought to; a) establish the nature of indiscipline among pupils in Government and Mission secondary schools in Lusaka District, b) assess the factors leading to prevalence of indiscipline among pupils in Government and Mission secondary schools in Lusaka District and c) determine what measures schools put in place to deal with indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District. The study used a descriptive survey design, with the total population of 102 sampled from 6 secondary schools; 3 Government and 3 Mission schools. It used both qualitative and quantitative approaches. Data was collected using questionnaires, in-depth interviews and focus group discussions. Purposive sampling was used to collect data from the school administrators and disciplinary committee members. From the teachers, parents and pupils, the sampling method used was random.

Using descriptive statistics of frequencies, the data was themed and coded then analyzed further. The findings of this study indicate the nature of pupil indiscipline in form of absenteeism, fighting, rudeness to teachers, reporting late, truancy, noise making in and outside the classroom, promiscuity, and stealing among others. The prevalence of pupil indiscipline was due to many factors, these include both internal and external forces. Internal forces encompassed indiscipline generated within the school, and external forces involved indiscipline generated outside the school environment. According to teachers, 67% of the respondents indicated home environment as the most prominent source of indiscipline. To enhance discipline management, schools have put in place rules and control measures. Prominent were attendance registers, counselling, penalties, punishments, prefect arrangements and involving parents. About 42% of the teachers held that effective management of discipline does not depend on the numbers of teachers available, but on quality and consistency of application of discipline strategies such as every teacher coming on board, disciplinary committees, school rules, school councils and parental commitment The study recommends for the involvement of various stakeholders in the management of discipline in the schools such as school administrators, teachers, pupils among themselves through prefects and parents.

LIST OF ACRONYMS

CPD   Continuous Professional Development

EFA   Education For All

INTO   Ireland National Teachers' Organisation

MOE   Ministry of Education

NASUWT National Association of Schoolmasters' Union of Women Teachers

OECD   Organisation for Economic Co-operation and Development

RE   Religious Education

SNDP   Sixth National Development Plan

SPSS   Statistical Package for Social Sciences

TIMSS   Trends International Mathematics and Science Study

UAE   United Arab Emirates

UK   United Kingdom

UNESCO United Nations Educational Scientific and Cultural Organisation

USA   United States of America

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the research problem, objectives and research questions, purpose and significance of the study. It also provides the general definition of some used terms, and then the theoretical foundation followed by the Conceptual framework of the study.

1.1 Background of the Study

Indiscipline acts among secondary school pupils is a serious problem affecting learning institutions in Zambia and the world over. It is a social and political problem that affects each and every individual in society and the world today. Basing on this realization, a number of researchers have conducted some studies to try and find ways of minimizing the vice.

Indiscipline is the absence of discipline. Dittimiya, (1996) defines indiscipline as "an act that does not conform to societal values and norms." A situation where pupils set aside the school rules and regulations, and do what they like, leaving unattended to what they are required to do. Hence, for any social system to run smoothly and effective, members of such a system would be required to adhere to norms of an acceptable behavioural pattern necessary for acceptable performance. Additionally, Mishra (2012) contends that "every society has to set certain norms for people to follow, for everything in this world is governed by a definite set of laws." Thus, strict adherence to acceptable behavioural pattern provided by a country's laws and ethics of a given society amount to discipline. Whereas indiscipline is a consequence of breaking the code of conduct, regulation and ethics of society.

Okumbe (2001) in his study of the human resource management noted that school members are expected to adhere to various standards or codes of behaviour accepted. For this, school administrators and teachers should work together to teach and inculcate virtues of discipline in and outside the school administration. Subsequently, discipline is utmost for learning and essential to success in society. It is also required for peace and harmony in any learning environment, among the students, teachers and administrators. Thus, it is necessary for discipline to be instilled in the classroom in order to get the best out of the pupils. Rhalmi (2010) asserts that "discipline in the classroom is regarded as a code of conduct that both teachers and students agree upon and cooperate in its enforcement."

As a universal challenge, acts of indiscipline manifest in various ways, and several cases have been reported globally. Agarib (2006) notes that "there is a growing concern regarding indiscipline in schools in the United Arab Emirates (UAE), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidences of indiscipline and violence in schools." The concern involved the poor academic performance associated with the growing trend of indiscipline.

In the Caribbean states, the problem of pupil indiscipline seems to be no different. Thompson (2009) reported the awareness of indiscipline in schools that, "in Trinidad and Tobago administrators, policy-makers, teachers, parents and the public at large have been struggling to find solutions to the problem of indiscipline in schools."

Similarly, in Uganda, cases of indiscipline have been noted countrywide in both faith based and public schools (Ssekamwa and Lugumba, 2000). The study noted that, in a number of places schools suffered an alarming deterioration of discipline in the recent past. Ojwee, (2008) affirms

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that "the school head teachers confirmed the existence of gangs in secondary schools." Henceforth, acts of indiscipline have not spared the mission schools, which were earlier on known to have high levels of discipline due to appropriate strategies they employed.

Mishra (2012) upholds that discipline is necessary in any institution, be it educational, political, social, economic, or religious. It is equally necessary in informal public settings such as streets, public transport and common gatherings. Unfortunately it is notable that discipline in schools has diminished. Mishra continues to say that, students show less respect to their teachers by misbehaving during lessons, organizing strikes and trying to take the law in their own hands. When an atmosphere of indiscipline persists in the school, its influence extends beyond the individual pupils and affects the entire school and the surrounding communities. This has an eventual setback on the individual's industrial output after school.

In Zambia, cases of pupil indiscipline have not been different. News of pupil indiscipline acts have been taking a read in the media. The masterminds showed concern that the lawlessness in our schools leave much to be desired, for it goes to account for the bad results in the institutions of learning. Times of Zambia (2014) reported the unruly Grade 12 Mukobeko Secondary School pupils in Kabwe that they set defiant rules that scared teachers from attending classes. According to the article, the pupils drafted rebellious rules and displayed them within the school surroundings. This prompted teachers to stay away from classes for fear of being victimized by the pupils. The rules which the pupils stuck on the walls and trees around the school allow dodging and non-attendance, reporting late for classes, wearing bug jackets, boys sagging, stealing and fighting, mobile phones, smoking and use of abusive language.

Other rules abhor reporting early for classes and teachers from entering the classrooms at will as well as forbid punishing of Grade 12 pupils. Despite knowing very well that these rules are detestable and contravene the school's general governing principles, the insolent pupils still went ahead to moot the rules and displayed them with impunity. The burden is therefore on parents to inculcate high moral values in their children which will help shape them into better citizens who can't easily succumb to peer pressure at any given time.

In the effort averting acts of indiscipline in schools, the government came up with Educational Reforms and other innovations that help promote conducive learning environment. Other significant measures include that of the introduction of guidance and counselling in schools and the school councils. This was to help prepare pupils to live in society and develop into new type of persons needed to meet the challenges of life. The MOE (1992: 55) records "the education of a young person in today's world would not be complete if it did not include preparation for living responsibly within civil society." For education responds to the needs of both the individual and the society by fostering the fullest possible development of the individual's personal fulfillment as a significant member of society (MOE, 1996)

Mission schools provide education while moulding pupils in a broader Christian manner. These schools are allowed to have actions of worship in accordance to the beliefs of the religion or denomination specified for the school. The Missionary organizations laid down the foundation of education system in Zambia through the provision of these mission schools, and by then had very strong foundations (Snelson, 1974). However, even with their strong basics of providing education and character building, the problem of indiscipline has not spared them. Hence, if not properly handled, indiscipline acts would make secondary schools insignificant.

1.2 Statement of the problem

Discipline is the backbone of national unity (Mishra, 2012). In learning institutions, discipline helps with the acquisition of a desirable quality education. The Government of the Republic of Zambian provides a curriculum that offers an opportunity of instructing and guiding the pupils on morality through Religious Education and Civic Education alike. In addition to the syllabus, is the provision of Guidance and Counselling services.

Other efforts taken in ensuring good learning environment and behavioural modification of pupils include that of in-service management training of the administrators. School managers and their deputies are provided with the in-service management refresher training courses to equip them with knowledge and skills of handling various issues in their work places (MOE, 1996:2). The management training course encompasses all school programs and discipline inclusive.

However, even with the efforts put across, acts of indiscipline have continued escalating (Times of Zambia, 2014). This is dwindling the academic performance of the pupils. It has similarly become a great problem facing effectiveness of work in both Government and Mission Secondary schools. Thus, if left uncontrolled, indiscipline will tarnish the standards of education while destabilizing the country's development. It is for this reason that this study sought the management measures of indiscipline cases in secondary schools in Government and Missions schools.

1.3 Purpose of Research

The purpose of this study was to assess the strategies put in place by secondary schools in Zambia's Lusaka District in the management of pupil's indiscipline in Government and Mission schools, in order to find a lasting solution in the maintenance of discipline in schools.

1.4   Research Objectives

The study was guided by the following research objectives;

a. to establish the nature of indiscipline among pupils in Government and Mission secondary schools in Lusaka District.

b. to assess the factors leading to prevalence of indiscipline among pupils in Government and Mission secondary schools in Lusaka District.

c. to determine what measures schools put in place to deal with indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District.

1.5   Research Questions

The study was guided by the following research questions;

a. what is the nature of cases of indiscipline in Government and Mission secondary schools in Lusaka district?

b. what factors lead to the prevalence of indiscipline cases among pupils in Government and Mission secondary schools in Lusaka district?

c. how do schools manage disciplinary cases in Government and Mission secondary schools in Lusaka District?

1.6 Significance of the Study

The significance of this study was to provide information that may be worthwhile in the management of cases of indiscipline in secondary schools. The study may also be useful to the policy makers and curriculum developers in coming up with strategies that may be implemented in schools in order to minimize the high rates of indiscipline.

1.7 Delimitation of the Study

The study targeted six selected schools in Zambia's Lusaka District. It confined itself to Government and Mission secondary schools, leaving out Private and Community secondary schools in the area. Further, the respondents included were deputy head teachers, disciplinary committee members, teachers, pupils and parents who had children or wardens in those particular selected schools.

1.8 Limitations of the study

Due to financial limitations, the study covered a small sample of six secondary schools in Lusaka District. Therefore, the findings of the study were not generalized to the entire country because the sample was selected from Lusaka District only.

1.9 Theoretical Framework

A theoretical framework is a structure that provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research (Henning, VanRensburg, and Smith, 2004). With the theoretical framework the research remains within the boundaries of the frame, and guides the research constructed by using established explanations of certain phenomenon and relationships.

This study is based on a control theory of sociology which explores pupil indiscipline, and shows a complete understanding of how deviant behaviour can be well-ordered. The purpose of incorporating this theory to the study, was meant to find a lasting solution to indiscipline problems in secondary schools.

1.10 Control Theory

Control theory is an interdisciplinary branch of social science which has its origin in the natural sciences. It was propounded by William Glasser. The theory deals with the behaviour of the dynamical systems and how the behaviour is modified. The usual objective of a control theory is to control a system. To do this, a controller is designed to monitor. The main issues is the analysis of a system before deciding the best control strategy to be applied or whether it is even possible to control or stabilize the system. Thereafter, several different control strategies are formulated.

Control theory in sociology is the view that people refrain from deviant behaviours because diverse factors control their impulses to break social norms. The theory explains why people often do not act on deviant impulses. And this is because some controls are internal while others are external. Internal controls involve an individual's conscience and motivation to succeed, while external controls involve factors such as one's parents, friends and legal codes (Hirschi,1969). Control theory links non-deviant behaviour to socialization and social bonds. Those who are more socialized as children and maintain stronger bonds with others, are less likely to behave in deviant ways.

The theory stresses how weak bonds between individuals and the society free people to deviate or go against the norms. The people who have weak ties would engage in crimes so they could benefit, or gain something that is to their own interest. According to Hirschi (1969) "humans are selfish beings, who make decisions based on which choice will give the greatest benefit." For example, most people do not want to go for work, but they do just to get paid in order to cater for their basic needs. Therefore, this is where strong bonds make deviance more costly.

Hence, deviant acts appear attractive to individuals but social bonds stop most people from committing the acts. Deviance is a result from extensive exposure to certain social situations where individuals develop behaviours that attract them to avoid conforming to social norms or the people who have weak ties would engage in crimes so they could benefit, or gain something that is to their own interest.. Social bonds are used in this control theory to help individuals from going after these attractive deviations.

The concepts in *Control theory* include stability, controllability and observability. Stability is the quality or state of being stable. Controllability is related to the possibility of forcing the system into a particular state by using an appropriate control signal. And observability is related to the possibility of observing the state of the system so as to determine the behaviour in order to stabilize the system.

Generally, the study is concerned with the functions of schooling in the maintenance of social order. It asserts that the society is made up of different institutions or organizations that work together in cooperation to achieve orderly relationship and to maintain social order and social stability. For the school to maintain discipline, certain basic requirements such as food and shelter need to be provided to the pupils by their parents. Failure to meet the basic needs may lead to deviant behaviour. Besides, when children come to school, they come with the needs or reasons that need to be satisfied. They are needs that motivate the pupils to behave accordingly so that they achieve their desired ambitions.

1.11 Definitions of Terms

Indiscipline: Absence of discipline.

Discipline: Control aimed at producing obedience to rules. It can also be said to be the readiness or willingness of an individual to demonstrate quality and socially acceptable behaviour for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with accuracy and efficiency.

Deviant: Different in moral or social standards from what is considered normal or acceptable.

Deviance: Describes actions or behaviours that violate accepted rules and regulations.

Norms: Specific behavioural standards, or rule of conduct in society.

Theory: An idea or set of ideas meant to explain something.

Control: The power or authority to direct, order or manage

1..12 Ethical Considerations

The carrying out of this study was conducted following the required ethical standards expected of the researcher and in accordance with academic and professional research practice. The effectiveness of the study was assured by following the laid down procedures for conducting academic research. Appropriate permission was obtained from the University of Zambia School of education, and the selected secondary school administrations to conduct the study. Respondents were included with their full consent, while maintaining confidentiality in all matters of identity and information given. Any material used in the study that was sourced from external sources was appropriately acknowledged.

1.13Conclusion

In conclusion, this chapter presented an overview of the study, statement of the problem, the purpose of the study which was management of indiscipline in secondary schools. Also included was the purpose and objectives of the study, the research questions, and the significance of the study was explained. An explanation of the theoretical frame work was clearly given followed by the definition of terms.

Generally, acts of indiscipline stand to be a major problem affecting all learning institutions in Zambia and the world over. It is a social and political problem that does not only require the attention of educationalists alone, but a joint effort with the parents, policy makers and everyone in society, for the good of an individual pupil and the society as a whole. However, with all efforts put across, pupils' discipline is in a deteriorating state globally. A control sociological theory was adopted in this study to explore and adopt a suitable strategic measures of averting indiscipline among pupils in secondary schools. In the next chapter the nature, factors leading to indiscipline and control measure of disciplinary problems in various countries of the world will clearly be established. This will be the focus of the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Having written the background of the study, problem statement, objectives and research questions, purpose, significance, theoretical framework in chapter one, chapter two reviews various literature works in the disciplinary areas. The literature review was organized under the following themes that emerged from the study research questions. These include; nature of indiscipline cases, factors leading to the prevalence of indiscipline, and measures employed in dealing with indiscipline.

2.1 Nature of indiscipline among pupils in Government and Mission secondary schools

Acts of indiscipline among pupils in schools have been repeatedly noted in Zambia and elsewhere. These acts have become an issue in the learning institutions. Kochhar (2001) upholds that indiscipline is conceptualized as a behaviour that breaches rules and regulations of a school, and later undermines its effectiveness. Therefore, it takes discipline to blend and advance development at both personal and the national level.

Various forms of pupil indiscipline cases are increasingly reported all-round the globe. Organisation for Economic Co-operation and Development (OECD, 2009) indicates the frequency of certain pupil misbehaviour amongst secondary school pupils in England, Italy, Japan, Russia, Scotland and USA. According to the report, problems of indiscipline in these countries include absenteeism, arriving late at school, skipping class periods, violating dress code, classroom disturbances, cheating, vandalism, theft and inflicting physical injuries on other students.

In America, Clarke (2002) in the study of discipline in schools, reported a number of pupil indiscipline cases that include violence upon teachers and other students, possession of controlled substances such as alcohol, robbery, engaging in habitual profanity, vulgarity, committing school assault to staff and making terrorist threats against the school authority. In the same manner, Parkay (2006) upholds that the most pressing social problems confronting schools in the USA was the abuse of illegal drugs, tobacco and alcohol.

Consequently, UNESCO (1998) reported that unruly classrooms around the world had reached a very alarming proportion. With incidences reported from various places of the world. According to the report, killings, physical attacks, robberies, and fighting are some of the tragedies that make headlines around the world. The report further noted school violence as becoming common in a number of countries. Cotton (2003) asserts that American classrooms were frequently plagued by misbehaviour which disrupted the flow of classroom activities and interfered with learning. Along the same line, Miller et al. (2009) points that the Trends International Mathematics and Science Study (TIMSS) shows that pupil misbehaviour in classroom was perceived by head teachers to be the most frequently occurring problem for most countries. This calls for adequate disciplinary measures to normalize the situations.

Ralmi (2010) states that "discipline is paramount for every learning and essential for any teaching." The article goes on to say "discipline is important for peace and harmony in any learning environment, this takes an account of peace between students, teachers and administration. In the classroom, discipline is regarded as a code of conduct that both teachers and students agree upon and cooperate in its enforcement (ibid). It brings about cooperation and settlement in classroom management.

The condition of pupil indiscipline in Jamaica is very much similar to the one in USA. Policy makers, administrators, teachers, parents and the public had been struggling to find lasting solutions to the problem of indiscipline in schools. Stubbing, killings and assaults were features of life in many school communities (The Gleaner, 2009). Students went on strikes, they resorted to copying and cheating in examinations, insulted their teachers, tore away pages from the library books, wrote dirty things on the walls and practiced violence at any pretext (Rahul, 2011).

In Malaysia, Azizi (2009) states "indiscipline in schools was ranked as a major problem among students of primary and secondary schools." Some of the problems highlighted include truancy, assault on fellow students or teachers, verbal abuse, offensive language against teachers and other students, possession of offensive weapons, using illegal drugs and sexual harassment. This was according to a study carried out on discipline problems and published in the European Journal of Social Science.

In Nigeria, the situation of pupil indiscipline cases not different. Onyechi et al. (2007) identified the nature of deviant behaviours exhibited frequently by secondary school pupils as walking around in class, noise making, sleeping in class, pinching, aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism and examination malpractice.

In Kenya, Simatwa (2007) conducted a study that focused on the management of pupil discipline. In this study, the results revealed various cases of indiscipline manifested among pupils as that of noise making, lateness for classes, indecency, drug abuse and sales, rioting and possession of inflammable substances. In addition, Nyaga (2004) affirms that maladjusted students exhibit numerous indiscipline symptoms like aggression, shyness, suspicion, bullying,

cruelty, cheating, truancy, tardiness, stealing, boisterousness and all sorts of disorderliness. In Kenya, the problem of pupil indiscipline is not unique.

In Botswana, Matsoga (2003) says that misbehaviour exists in Botswana schools, with cases of indiscipline manifesting in various ways including that of bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness to do homework. He further observes that vandalizing school property was rampant. Mgomezulu, (2013) confirmed that the issue of indiscipline in Botswana schools was indeed not narrowing. The report further revealed that acts of indiscipline were on the increase in terms of frequency and gravity. Several cases such as attacking prefects, learners burning hostels, property vandalism, alcohol and drug consumption, unwillingness to do homework, among others were reported. These indiscipline behaviors led to the deterioration in the academic performance of the pupils (Kgari, 2005).

In South Africa, researches show that cases of learner indiscipline were on the increase in schools and in some cases learners were alleged to have murdered others in the school premises (Harber, 2001). A lot of such indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments. Additionally, Zulu et al. (2004) reported a number of indiscipline cases in schools in Northern Durban that include truancy, noisemaking, fighting, beer drinking, drug abuse, stealing, bullying, improper dressing and many others.

In Zambia a study conducted by Simata (1993) focused on the relationship between home background and indiscipline among pupils in Zambian schools. It noted out the forms of indiscipline in form of vandalism, strikes, bullying, smoking, drug abuse, aggressiveness, drunkenness, stealing and many other vices. Also, Beddings (2006) in her study of the

Relationship between single parenting and indiscipline among teenage pupils in schools reviewed similar vices of indiscipline as those noted by Simata.

Indiscipline among pupils therefore, need serious interventions. Schools and the society together have a duty of making sure discipline is instilled in the pupils. Asiyai (2012) posited that education is a critical tool for the transformation of the individual and the society. To attain that, discipline is essential to enhance learning and teaching progressions in schools. It provides one with a guideline to use in their everyday life. Pike and Selby (2000: 23) added to say that broad based and varied program of learning opportunities is necessary; both for meeting the needs of all students and for helping each one become a more effective learner. Conversely, absence of discipline lead to failure and backwardness of both an individual and the nation. Indiscipline can only be minimized if everyone follows a personal code of conduct and maintain self-discipline.

Both Government and Mission schools all-round the world have experienced pupil indiscipline acts. Ssekamwa and Lugumba (2000) contend that disciplinary problems are reported country wide in Mission and Government schools in Uganda. They say that of late Mission schools were previously known to have high levels of discipline in their olden days due to requisite strategies employed. Thus, all schools need to pursue high standard of discipline with clear strategies and promote self-discipline of pupils.

Mishra, (2012) states that 'discipline is one of the basic requirements of a civilized life.' For every activity in the world, is successful when discipline is present. When people are disciplined, they are able to follow the societal laws that bring sanity and orderliness in society and their organizations. Kelly (1999) adds to say, discipline enhances orderliness and effectiveness in the

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school. Thus, in line with Kelly, Salifu and Agbenyega (2012) noted that discipline sets a congenial atmosphere needed for teaching and learning.

Observably, the availability of indiscipline in an institution, moves all programs haphazardly. Rossouw (2003) states "indiscipline hampers the teaching and learning processes, and education cannot be successful if destructive behaviour prevails." Hence, discipline encompasses the training of mind and character of a person in order to have self-control and obedience conducts. Hornby and Wehmeier (2000) see discipline as the training that corrects, moulds or perfects the mental faculties or moral character. Basing on Hornby and Wehmeier's explanation, someone can acquire knowledge but without proper discipline, then the knowledge can simply become of less value.

Manguvo et al. (2011) from their study conducted, described the common disciplinary problems as those of coming to school late, not doing assigned work, disrespecting teachers, skipping classes, stealing and vandalizing school property. Krajewski et al. (1998) report that not completing assignments, cheating, attacks on teachers, stealing, carrying weapons and sexual activity were the prevalent disciplinary problems among secondary school students.

Likewise, discipline is an important component of political and social life as well. In case of work, some workers show unresponsiveness to their duties, they do their own things leaving work unattended to. Selby (2008) states "in Ghana, and many parts of Africa, acts of indiscipline have been the main incitements to the destabilization of the development of the continent." And that "it only takes discipline to rise to the heights of civilization." And citizens of disciplined nations work more smoothly and are filled with the spirit of unity and co-operation.

Indiscipline behaviour breeds anarchy even in public places if not controlled. Mishra (2012) upholds "everywhere you go discipline is important." For instance, people often show lack of law and order, while boarding buses. Black-marketing and hoarding and corruption are also some of the examples of indiscipline. Eve-testing is another example of irresponsible behavior on the part of our youth (Selby, 2008). In the political sphere, personal ambitions come on the way and this pose danger to the society.

2.2 Factors leading to the prevalence of indiscipline cases in Government and Mission secondary schools

There has been high incidences of pupil indiscipline among Government and Mission secondary schools in Zambia and elsewhere. This prevalence of pupil indiscipline is due to many factors, some of which include internal and external forces. For internal forces, these are associated with indiscipline generated within the school environment. External forces are associated with indiscipline generated outside the school environment, which includes home and the society Ralmi, 2010).

Hence, knowing factors leading to disciplinary problems in schools is of great importance. This is the only way that can help find appropriate solutions of alleviating the problem. Lochan (2010) in his study associated factors leading to pupil indiscipline as that of peer pressure, community influence, lack of positive role models, the re-entry policy, human rights awareness, drug abuse, the media, poor class management and home influence.

Wakunuma (2008), whose purpose was to gain understanding of the state of violence in schools revealed that some forms of violence go unnoticed or are still undercover as the stakeholders, remain ignorant about their prevalence. He further, says that some forms of violence such as bullying which is considered as a socialization issue by pupils go unnoticed. School authorities

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do not feel immediately compelled to deal with it until the situation gets out of hand and becomes disruptive to school undertakings.

In Ireland, a research carried out by National Teachers' Organisation (INTO) (2000) on school indiscipline identified a number of causes of indiscipline problems that include lack of discipline in pupils` homes, lack of self- discipline in pupils themselves, the influence of television, video and the internet, different attitudes to discipline between home and school, lack of access to the school psychological services, large classes, lack of effective sanctions, lack of parental support and involvement in matters of discipline, lack of in-service training on school discipline behavior for teachers and inconsistency among the teaching staff in relation to discipline and having not enough physical space in the school.

Indiscipline can also be caused by some internal factors. This is indiscipline that is generated within the school environment. Rhalmi (2010) identified some internal causes of indiscipline to that of favoritism, unforced rules, lack of communication, teacher student relationship, lack of leadership, lack of motivation and bad habits. He says that, indiscipline may be caused by teachers who favour some students in their teaching and classroom management. The other students may see this as a sign that everything is allowed in spite of the rules. Other students may also see this favoritism as an offense against them which leads to rebellion. The report went on to say, lack of enforcing the rules may lead to indiscipline. When a student is not punished for an offense, he / she goes on to commit more offenses. Hence, need for proper communication of the rules.

Notably, the relationship between teachers and students is essential for any learning process. If there is a breakdown in this relationship, indiscipline emerges. Lack of leadership is also seen to

be another source of indiscipline. When a teacher does not fulfill his role as a leader, there will certainly a students or students who will be glad to take this role. Thus indiscipline appears.

Lack of motivation cause indiscipline. When students are not motivated, they tend to work in an undisciplined manner. Thus, bad habit lead to indiscipline. Some students may have acquired bad habits from previous teaching experiences. For instance, once a student has formed the habit such as that of coming to school late, it would be hard for him or her to change such behaviour (Ralmi, 2010).

Peer pressure is another factor leading to indiscipline. Allen et al. (2005:76) describe peer pressure as an influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviour in order to conform to group norms. According to their findings, peer pressure affects all age groups in society, but more strong with the young children. However, according to Sian & Egwuegbu (1980) the need to belong and identify oneself with a peer group is the most important determinant of the adolescent's self-image and behaviour.

Peer pressure influence may lead the pupils to form a kind of culture within that maybe anti-social group. This leads to violating of personal values. Pupils who are socially isolated, rejected or labeled by others are considerably more likely to have problems, they may feel discouraged. Hence, in trying to find company, they tend to behave in such a way that seek attention, revenge, escape and withdrawal (Balson, 1998). This therefore, indicates the important of one's belonging to a particular group so as to feel accepted and motivated at the same time.

However, as is reported of peer pressure, it does not always affect the peers negatively; it can also have positive effects. For example, if one is involved with a group of people that are ambitious and hardworking, one might feel anxious to follow suit to avoid feeling excluded from

the group. They feel they have to be in that particular group; hence one would be pressured into improving himself or herself to best suit the group.

Societies where pupils live maybe source of indiscipline rather than from schools (Rossouw, 2003). Problem such as promiscuity and other forms of misbehaviour are effects of social environment. Children nowadays are very difficult to control because they copy many things, be it good or bad from people within their communities. Ezewu (1994) adds to say that most social problems in our schools today have their roots in society and are transferred to the school by both the pupils and teachers.

Shanty compounds seem to be another source of indiscipline. They are always densely populated, and pupils coming from these compounds are at a high risk of being influenced to act irresponsibly, this is because of what happens in their communities. In these communities pupils are exposed to drug abuse, fighting, beer drinking, being disrespectful to elders, violence, wandering and stealing. They see these vices on regular basis and they copy them. Selby (2008) add to say that acts of indiscipline seem to have come a normal phenomenon in our everyday life. And that to some people, acts of indiscipline is a sign of modernity, fashion or masculinity.

Feldman et al (1999) observe that parents who live in poor housing units, worry about their next meal, and feel a lack of control over their lives. This may cause them to become anxious, depressed and irritable. Their distress may lead them into being less affectionate and supportive to their children. They may discipline inconsistently and arbitrary with physical punishment and authoritarian commands, or may ignore good behaviour and pay attention only to misbehaviour. Their children may have social, emotional and behavioural problems. The children then may become depressed, and have trouble getting along with peers, due to lack of self-confidence, that

leads them into anti-social acts. McGrew (1970) supports to say children who display aggressive behaviour are mostly found in high density home environments.

Consequently, discipline is central even in domestic life. If children are grown up in an atmosphere of love and brotherhood, they tend to be good citizens. It is the duty of parents to raise their children in an atmosphere conducive for everybody. Bowman (2004) noted that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in school. Hence, absence of discipline may lead to failure and backwardness to both an individual and the nation (Selby, 2008)

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

Also the dictatorial tendencies by some school managers may also be a source of problems. Bennars et al (1994:50) says "Autocratic leaders usually demand unquestionable obedience from all within an organization. The members have no say in matters that affect their welfare. Any head teacher who dictates to staff members is seen as an autocratic leader." Autocratic leadership creates fear, destroys initiative and creativity, high staff turnover, resistance and breakdown of discipline (Ngaroga, 1996). Poor leadership is therefore another cause of indiscipline in schools,

for teachers cannot be very effective in monitoring discipline and all that goes on in the school. Consequently, teachers become less concerned with instilling appropriate discipline in pupils. A laissez faire culture is developed in the school, giving room to indiscipline. The appropriate description of such a culture is that there is indiscipline among the members of staff and the pupils. Teachers may engage in acts such as report late, neglect teaching, engage in public dissent (with pupils watching), and come drunk for work. When such are prevalent in the school, it is obvious that the pupils would not exhibit better discipline.

Furthermore, some government policies are believed to be a source of indiscipline behavior among the secondary school pupils. The policy such as, re-entry policy that allows pregnant school girls to complete their education after delivery, has become a passport for fornication among school going girls, for they know whatever the case, they would go back and continue where they stopped. Mulenga (2015) asserts "the re-entry policy is becoming a controversial issue as statistics of girls getting pregnant after re-entry into school is rising.

Due to the same policy, immoral activities among pupils have emanated. They do not fear to indulge themselves in sexual activities, for they know whatever the case, the policy allows them to go back to school after delivery. For instance, Lusaka Times (2014) declared that about 70% of the pupils that were re-admitted after falling pregnant at Mwijimambwe primary school in chief Mumena's area in solwezi fell pregnant again. Unfortunately, they face a lot of difficulties in the sense that when they become mothers, they face a number of challenges especially taking care of babies and school, also when the child gets sick. This leads to perpetual absenteeism.

However, the policy is generally good as it accords girls to complete their education despite the circumstances they find themselves. A report by Lusaka Times (2014) states "there is need for

government to attach a limit to the number of times one can be re- admitted back into school."
For the policy can work effectively if there are limits.

Rossouw (2003) asserts that over emphasis placed on children's rights is one of the factors that causes indiscipline among pupils in schools. Teachers are afraid of correcting the pupils through corporal punishment for fear of victimization. Similarly, parents are finding it difficult to control their own children accordingly due to human rights awareness. In some cases, when parents try to punish their children in the process of correcting them, they react and act in a disrespectful manner.

Henceforth, parents and teachers are facing some challenges to discipline the children. As a result, some children have taken advantage of this and tend to misbehave a lot. Nevertheless, orderliness is essential in a school if children are to realize their learning potential for their own good and the good of society. According to MOE (1996), education is a right for each individual, and a means of enhancing the well-being and quality of life for the entire society

Siringi, (2003) noted that drug abuse could lead to students having behaviour problems like stress, fatigue, anxiety, bullying and even committing murder. Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues. Hence, under the influence of drugs, students find it difficult to maintain discipline in schools. As a result, this leads to poor academic performance. Drugs also influence pupils in doing all sorts of bad things, such as insulting innocent people, being rude to teachers and in some cases missing classes. Abuse of drugs impairs physical and mental health, and also controls the central nervous system (ibid, 2003). Therefore, under the influence of drugs such as alcohol or marijuana, pupils become more prone to violent behaviour. This is also exhibited by most of the youths in society

especially those who are unemployed and school dropouts, they go to the road side and spend most of their time calling people to board busses, the same use all sorts of words to anyone regardless of age without fear.

(Levin and Nolan, 1996) reported the media as one factor leading to the prevalence of pupil indiscipline. Electronic media such as the television and internet have shown great influence on opinions, attitudes, customs and behaviours of pupils. In their report, they said that most of the pupils imitate what they watch from the media and this has compromised with their way of differentiating between right and wrong. They often put into practice what they watch, for instance boxing, wrestling, indecent dress code and unacceptable haircuts. Several pupils watch movies which depict immoral behaviour, thereafter tend to indulge themselves in vices such as prostitution, drug abuse and others.

Overcrowded classrooms increase violence in schools. And a number of disciplinary issues arise such as fights, theft and insults as pupils struggle over the limited space. In such instances, some teachers get frustrated and do not perform to their expectations. However, school head teachers make sure teachers do their best by creating orderliness in their classrooms. Eshiwani (1993:124) affirms "the head teacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards.

Home influence has been therefore noted to have great impact on the children's behaviour in schools. Varma (1993) points out that those learners who behave badly at school do not receive proper discipline at home. Though from a tender stage one is influenced by society and the environment, parental responsibility is the major influence in one's life, given the fact that parents have the major responsibility of nurturing the child, the guardians or parents are the only

people to be trusted. Additionally, Louv and Barnes (2003) quoted a psychologist claiming that he has never seen a problem child, but only problem parents. Along with this statement, the Bible in Proverbs says, "Train a child in a way he should grow and when he is old, he will never depart from it."

Moreover, children in the past were very obedient to parents, this is because they were being raised in a traditional way of life, where parents spent most of their time with the children. Therefore, with the mixing up of cultures, traditions and values in our societies have declined. Due to globalization, children are no longer brought up in a traditional manner. Mwanakatwe, (1974) points out that in the past parents took much keen interest in the proper behavior of their children at school.

Similarly, Curwin et al. (2008) record that the largest influence on children is the quality of their home life. They also noted that societies have undergone major shifts in values and traditions, with the extended family being replaced by smaller nuclear units. And children are raised in a non-traditional way.

According to Blake (1991), the number of children in a home also affects the kind of behaviour they exhibit at school. Parents with smaller families offer children greater advantages in terms of instilling discipline at home. The more the children in a family, the more diluted the parents' attention and material resources.

According to Datta (1984) a broken home can be a breeding ground of children's indiscipline. Rejection and broken homes in form of separation, divorce, deserting and death of parents or denial of advantages of privileges, punishment, threats and poor socioeconomic conditions affect the social adjustment and behaviour of the children. Feldman et al (1999) pointed out to say,

growing up in a household with two parents is an advantage during adolescence, at least in terms of risky behaviour.

As for Simata (1993) social economic factors such as parental occupation and family size, emotional factors such as family disruption and family tension at home were found to affect pupils' behaviour. This therefore, indicates a significant relationship between indiscipline among pupils and the home. In addition, INTO (2000) also indicates that the most frequently recurring cause of indiscipline in schools is home related issues. This indicates that most of the children who misbehave have their backgrounds full of problems relating to home background.

In Zambia, Bedding (2006) indicates poverty as one of the major factors that contribute to indiscipline among single parented children. The study further reveals that both boys and girls under such conditions gave teachers a lot of problems. Coombs (2000) affirms that home background influences one's life which in turn influences their behaviour.

Acts of indiscipline are therefore believed to begin from our various habitats. If a child is not disciplined and taught how to show discipline, then the possibility of that child living with indisciplined is very high. Selby (2008) affirms that it is very easy for a child, to copy attitudes from parents or guardians blindly, especially when those attitudes are exceptionally against the norms and values of society. Furthermore, it must be noted that human beings behave rationally, when it comes to copying blindly, which is a bad habit and is easier than copying good habits.

Selby (2008) continues to say that "if one grows without learning to behave or be disciplined, one tends to adopt any bad acts in any environment he or she finds himself or herself." For instance, learning not to adopt the act of keeping the environment clean will surely not be a problem for one to litter the environment wherever one finds him or herself."

2.3Measures put in place in dealing with pupil indiscipline in Government and Mission schools

Schools have the duty to pursue high standards of discipline with clear strategic measures to promote education of excellence. Ahmad (2011) upholds that effective school discipline strategies seek to encourage responsible behavior and provide all students with a satisfying school experience, and also discourage misconduct.

School administration should strive to inculcate self-discipline among its students to meet the expectations of their school with proper strategies. Zubaida (2009) noted that the application of suitable control measures should be fully applied, in order for pupils to acquire the best of their knowledge for themselves and their communities, and contribute positively towards economic and political development of their countries. In light of this, notes that education is a critical tool for the transformation of the individual and the society (Asiyai, 2012).

Disciplinary training involves the provision by the school management of an enabling learning environment and experience which aims at engraving admirable behaviour in the student such as humility, orderliness, understanding, respect, responsibility, self-control and determination (Mbiti, 2007). Additionally, Elias and Tobias (1990) maintain that discipline management requires clear strategies.

Mbiti (1973) stated that discipline is normally associated with punishment, pain and fear, yet it is a system of guiding the children's behaviuor to make reasonable decisions responsibly. Some frequently used punishments nowadays include picking litter, sweeping the surrounding, watering flowers and detention. More stringent measures include demotions for those having responsibilities such as prefects and class monitors and mistresses.

According to Cotton (2003:10) punishment can be an effective way of controlling students'
behaviour if students, teachers and school administrators know and understand that punishments
are firm, fair and consistent. A punishment is effective if it is in right with the offence
committed. Frels (1990) asserts "discipline should never appear contrary to the system of
correcting, for if it does, it can be a cause of much resentment and hostility." In the same regard,
Griffin (1994) says that a good school will apply a variety of punishments that are useful to the
community such as cutting long grass and cleaning ditches. He further says that press ups and
running round the athletic track are some of the punishments that can be administered to healthy
students.

In contrary Duke and Canady (1991) differ to say that in schools where the head teachers
emphasize punishments more than rewards, pupils' progress tends to be inhibited. According to
them, the more the number of punishments given to the pupils, they tend to become used and
portray more negative effects.

Mutie (1999) asserts that guidance and counseling strategy help the youths to prepare for adult
life. It helps them acquire the right values and attitudes that will enhance their self-esteem, sense
of identity, values and beliefs that can guide their behaviour and form their character. Gomez-
mejia, Balkin and Cardy (2001) also consider counseling as an important strategy of managing
students, discipline.

Disciplining pupils is everyone's responsibility that does not need to be left to schools alone. It is
a joint venture with everyone in society, for discipline is regarded to be an indispensable element
of achievement in society. Additionally, McAuley (2003:101) states "society is held together by
strong leadership and discipline, and rests on the foundation of gradually evolving social

institutions and traditions."Behavioural modification method therefore, stand to be useful. It is the provision of reinforcement, observing and commenting positively on good behaviour (Cotton, 2003).

2.4. Gaps in literature

In most of the literature reviewed, indiscipline has been studied within homogenous types of institutions; such as public secondary schools alone or primary schools alone. To bridge this gap, this study particularly focused on combining government and mission secondary schools, and endeavored to include multiple stakeholders as respondents; that was, parents, teachers, pupils and school administrators. The intention was to assess measures put in place in dealing with pupils' in both government and mission schools. The significance of such a combined study was that the findings would bring out the similarities and differences between government and mission schools in the way indiscipline came up and managed at school level.

2.5 Conclusion

Discipline is vital in pupils' academic and social success. Every society sets certain norms for people to follow as a guide in their everyday life. Thus, if everything goes on in a certain routine with discipline maintained then there would be no room for confusion in societies. People who are well disciplined work more smoothly and are filled with the spirit of unity, brotherhood and co-operation.

Discipline is essential in any institution, it is also required even in public places. Unfortunately, it is currently noted that discipline in our secondary schools has deteriorated, with acts of indiscipline taking a lead. Moral and spiritual values have been shunned by societies in the form

of modernity and technology. Pupils no longer show respect to their teachers, they misbehave in the classroom, and become totally unruly.

Indiscipline is contagious, and a hindrance to development. It is not only present among school pupils, but spills over to the society. Thus, if left uncontrolled, indiscipline lowers the quality of education offered for most of the time is merely wasted. There is need therefore, for each person to enforce discipline on himself / herself so as to perform his / her duties with devotion.

Additionally, today's society needs to live with co-operation and unity amongst one another. Absence of discipline may lead to failure and backwardness of individuals together with their nations. Thus, indiscipline problems can be overcome by following a code of conduct and maintain self-discipline for prosperity of the nation and individual capacity. For instance, in the manner where countries set up certain developmental goals and projects that need to be stipulated within a period of time like Education For All (EFA) or Vision 2030 requires discipline to prevail. Without discipline amongst citizens, societal developmental goals can be a flop.

CHAPTER THREE

METHODOLOGY

3.0 Overview

Having reviewed the literature on acts of indiscipline among pupils in secondary schools in chapter two, chapter three focusses on the details of the methodology used in the study. It includes research design, population and sampling techniques, description of research instruments and data collection procedure. The chapter ends with an explanation of data analysis technique used in the study.

3.1 Research Design

The study used a descriptive survey design to assess the management strategies put in place by secondary schools in the mitigation of pupil indiscipline in Government and Mission secondary schools in Lusaka District. Descriptive design is a strategy appropriate for obtaining the exact information concerning the status of a phenomenon. Gall and Meredith (2003) contend that descriptive survey is the most appropriate when the purpose of the study is to provide a detailed description of the phenomenon. This design best provides data that describe the existing problem. It was chosen to describe the beliefs, attitudes, demographics and practices that are held by pupils, teachers, school administrators and the parents in the management of school indiscipline.

The study took both qualitative and quantitative research approaches. Qualitative approach was carried out through focus group discussions with the pupils, and in-depth interviews with school deputy head teachers and the disciplinary committee members. For quantitative approach, the

questionnaires were issued to collect data from teachers and parents, and in case of parents, only those with children or wardens in those particular selected secondary schools were included.

3.2 Target Population

Population is the number of people living in a given area. Neuman (2006) describes the target population as the concretely specified large group of many cases from which a researcher draws a sample and to which results from the sample are generalized. In this case, the study targeted population comprised of 6 secondary schools, out of which; 3 were Government and 3 Mission schools in Lusaka District.

3.3 Sample Size and Sampling Procedure

A sample is a small amount of anything that you can try or examine. Bless and Smith (1995) defines sample as a subset of elements taken from a population which is considered to be representative of the population. The study comprised a total of 102 respondents, distributed as shown in the table 3.1. As indicated, there were 48 pupils, 24 teachers, 12 disciplinary committee members, 6 deputy head teachers and 12 parents from those selected secondary schools in the District.

Table 3. 1: Distribution of Respondents

Respondent Type	Frequency			PERCENT
	Government Schools	Mission Schools	TOTAL	
Pupils	24	24	48	47
Teachers	12	12	24	24
Disciplinary Committee members	6	6	12	12
Deputy head teachers	3	3	6	6
Parents	6	6	12	12
	51	51	102	100

The research sampled school deputy head teachers, disciplinary committee members, teachers, pupils and parents for these were likely to provide the necessary information for this particular study. Hence, from the study undertaken, the sampled schools included both Government and Mission secondary schools knowing that indiscipline acts affect all schools irrespective of school type.

The sampling method was both purposive and random. Deputy Head teachers and the disciplinary committee members were purposively sampled by virtue of them being in their positions. Newby (2010) defines purposive sampling as a non-random sampling which has a specific purpose aligned to the goals of the investigation. Parents, teachers and pupils were randomly sampled. Pupils were randomly selected from the non-examination grades, considering only those who were present at the time of selection. Gender balance was considered in co-education schools. Teachers were selected from staff lists with the help of Deputy Head teachers. 12 parents of pupils who regularly attended school were randomly invited to participate in the study through the school. The 12 consented and were given the questionnaires.

3.4 Data Collection Process

In the data collection process, the research instruments were prepared of which a pilot study was conducted, so as to test the instruments. Then after some corrections were made where applicable. According to Wiersma and Jur (2005) "it is necessary that research instrument be piloted as a way of determining validity and reliability." Then after, an introductory letter for permission to conduct a research was obtained from the University of Zambia, school of education. The 6 schools were then visited to collect the data needed for the study in the district. In-depth interviews were conducted with the school deputy head teachers and the disciplinary

committee members, while the pupils had focus group discussions. These activities were done by appointment and full authority of the school management.

Questionnaires were distributed to teachers and parents through the head teachers for filling in. Sampled teachers and parents were requested to fill in questionnaires and then hand them back to the head teachers where they were collected from. The importance of the study was explained to the respondents before completing the items contained in the research instruments so that they can understand the study and their role in it.

3.5Data Analysis

Miles and Huberman (1994) define data analysis as the process of systematically searching and arranging the raw data with the aim of increasing one's understanding of the data. In the study both qualitative and quantitative approaches of data analysis were used. Qualitative data collected through in-depth interviews was analyzed according to various themes and this involved putting common items together to produce text report. Themes used emerged from the study objectives that included nature, cause and management strategy. Quantitative data collected from the questionnaire was analyzed using descriptive statistics by means of the Statistical Package for the Social Sciences (SPSS) software. Hence, the processing of quantitative data analysis included a generation of various statistics in form of frequencies and percentages. The data was then presented in form of text, tables and figures.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

Having presented the methodology in chapter three, chapter four presents the findings of the study based on the responses from the teachers and parents who were respondents in the study and completed the questionnaires. The presentation of findings is structured after the research questions, including the demographic data as follows:

a. What is the nature of cases of indiscipline among pupils in Government and Mission secondary schools in Lusaka District?

b. What factors lead to the prevalence of indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District?

c. How do schools manage disciplinary cases among pupils in Government and Mission secondary schools in Lusaka District?

4.1 Demographic characteristics of the Respondents (Parents and teachers' bio – data).

Table 4.1. (a-h) presents the findings regarding demographic characteristics of the parents and teachers. There was a response rate of 83% (F = 10) among the parents and 17% (F = 2) missing. Fifty percent (50%) of the parents in the study were aged 40 years and above, 25% were aged 35 to 39 years, 8% were aged 25 to 29 years while others did not indicate their age. In this regard, it is evident that most parents were of mature age responsible enough concerning their children's discipline in school.

Parents' Bio – Data

Table 4.1: Parental respondents' age

Age	Respondents	Percentage
25 to 29 years	1	8
35 to 39 years	3	25
40 years and above	6	50
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

Seventy five percent (75%) of the parents in the study were married; 8% were single. In this regard, that the majority of respondents were married indicates a higher level of concern for children's behavior at home and at school.

Table 4.2: Marital status of the Parents

Marital Status	Respondents	Percentage
Single	1	8
Married	9	75
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

In terms of residence, 42% of parents indicated that they lived in high density areas; whereas 33% lived in low density areas. Those from medium density areas were 8% respectively.

Table 4.3: Residence of the Parental respondents

Residence	Respondents	Percentage
Low density	4	33
Medium density	1	8
High density	8	42
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

The study established that there were reasonable levels of education among the parents. Twenty five percent (25%) had acquired education up to grade 12. Another twenty five percent (25%) had education level of a degree. Parents with professional qualifications were 17% while 8% had diploma and 8% advanced degrees.

Table 4.4: Education levels of Parents

Qualifications	Respondents	Percentage
Grade 12	3	25
Professional qualification	2	17
Diploma	1	8
Degree	3	25
Advanced degree	1	8
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

Among them 25% were of academic occupations; 25% were working at management level in various organizations; 17% were involved in business; 8% were medical personnel and another 8% were employed in national defense and security.

Table 4.5: Occupation of the parents

Occupation	Respondents	Percentage
Academic	3	25
National defense	1	8
Corporate management	3	25
Medical	1	8
Business	2	17
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

Teachers' Bio – Data

Teachers' ages ranged with the majority aged 35 to 39 years, representing 50%. Forty two percent (42%) of the teachers were aged 40 years and above while 8% were aged 30 to 34 years. There was not a big difference in terms of age ranges of parents and ages of teachers.

Table 4.6: Teacher respondents' age

Age	Respondents	Percentage
30 to 34 years	2	8
35 to 39 years	12	50
40 years & above	10	42
Total	**24**	**100**

(Source: Field Study, 2016)

In terms of qualifications, the majority of teachers were degree holders indicated by 46% and 42% had diplomas. Those with Masters Degrees were 13%. In comparison with parents, the education levels of the two groups were well correlated.

Table 4.7: Education levels of the teachers

Qualifications	Respondents	Percentage
Diploma	10	42
Degree	11	46
Master's degree	3	13
Total	**24**	**100**

(Source: Field Study, 2016)

Regarding the number of years of service by the teachers, the study found that the majority of teachers (54%) had served up to nine years. Those who had served 10 to 19 years were 29%; and those in service for 20 to 29 years were 13%.

Table 4.8: Teachers' number of years in Service

Years in service	Respondents	Percentage
0 to 9 years	13	54
10 to 19 years	7	29
20 to 29 years	3	13
30 years & above	1	4
Total	**24**	**100**

(Source: Field Study, 2016)

4.2: What is the nature of cases of indiscipline among pupils in Government and Mission secondary schools in Lusaka District?

The study established that both parents and teachers had particular perceptions concerning the levels of discipline in schools. These are the findings;

Table 4.9. Shows that the parents mentioned a number of kinds of reports they had received from the school concerning pupils' discipline. Prominent were drinking (25%), fighting (25%) and stealing (17%). The rest of the kinds of reports were indicated by individual parents and included were pregnancy, unchristian behavior, dodging, rudeness, late reporting, name calling, bringing illegal gadgets to school, smoking and violence.

Table 4. 9: Disciplinary cases reported by parents

Disciplinary cases	Frequency	Percentage
Drinking	3	25
Fighting	3	25
Stealing	2	17
Pregnancy	1	8
Unchristian behavior	1	8
Dodging	1	8
Rudeness	1	8
Late coming	1	8
Name calling	1	8
Illegal gadgets	1	8
Smoking	1	8
Violence	1	8

(Source: Field Study, 2016)

Among the teachers, table 4.10. Shows that fighting was the most prominent disciplinary case, represented by 42%; followed by alcohol abuse (38%). Other significant reports included abusive language (25%) smoking/drug abuse (25%), pregnancy (21%) and noise making (21%). Other reports encountered by teachers were missing lessons (17%); bullying (13%); late coming (13%) and unauthorized electronic gadgets (13%).

Table 4. 10: Disciplinary cases handled by teachers in their schools

Disciplinary cases	Frequency	Percentage
Fighting	10	42
Alcohol abuse	9	38
Abusive language	6	25
Smoking/drugs	6	25
Pregnancy	5	21
Noise making	5	21
Missing lessons	4	17
Bullying	3	13
Late coming	3	13
Unauthorised gadgets	3	13

(Source: Field Study, 2016)

The study noted that both parents and teachers were well aware that fighting was the most prominently reported among the disciplinary problems of pupils in the schools. Alcohol abuse was of equal significance to both parents and teachers. The rest of the items were reported as isolated cases, varying according to schools.

Figure 4.1: Summarises the nature of pupil indiscipline in both Government and Mission secondary schools by comparing reports of the parents and teachers regarding the cases of indiscipline reported and handled.

Figure 4.1: Common disciplinary cases reported by both parents and teachers
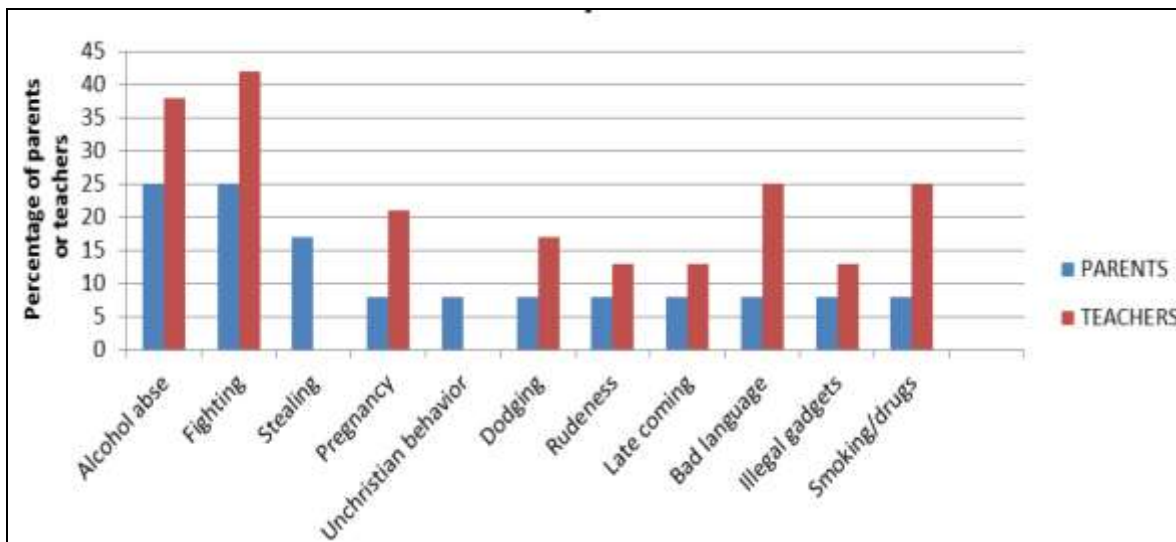
(Source: Field Study, 2016)

4.3 What factors lead to the prevalence of indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District?

The study identified the various factors leading to indiscipline amongst pupils according to parents and teachers. As indicated by the parents, table 4.11. shows that peer pressure was identified as the major cause of indiscipline among pupils presented by 50% followed by the home environment with 25%. Other aspects were reported independently by individual parents

as personal indiscipline, playfulness, teachers' not enforcing discipline, technology, poor school punishment of offenders and teachers not watching over the pupils consistently.

Table 4.11: Factors leading to indiscipline as indicated by parents

Causes	Frequency	Percentage
Peer Pressure	6	50
Home environment	3	25
Personal indiscipline	1	8
Playfulness	1	8
Teachers not enforcing discipline	1	8
Technology	1	8
No school punishment	1	8
Poor discipline educations	1	8
Teachers not watching over pupils	1	8

(Source: Field Study, 2016)

Reacting from the presented factors leading to indiscipline, one of the parent respondents whose child had a beer drinking case mentioned that:

> *"The school has no discipline problems. My child is often influenced by the friends – sometimes I am not sure whether it is her who influences the friends; but I know that the school has no provisions or chance that may lead pupils to start drinking and she cannot drink alone. So this is about her and the friends"*

Among the teachers, table 4.12. shows that the home environment was taken as the major cause of indiscipline among pupils in the school. This accounted for 67% of the respondents. Thirty-eight (38%) of the teachers also mentioned the community as an influencing factor. Peer pressure was 29% among the teachers while technology and the media accounted for 13% of responses with lack of punishment and re-entry policy mentioned by individual teachers.

Table 4.12: Factors leading to indiscipline as indicated by the teachers

Causes	Frequency	Percentage
Home environment	16	67
Community	9	38
Peer Pressure	7	29
Technology/media	3	13
Lack of punishment	2	8
Re-Entry policy	2	8

(Source: Field Study, 2016)

The study holds that according to both parents and teachers home environment and peer pressure were the most prominent causes of acts of pupil indiscipline in schools. School based factors were identified as minor causes whereby teachers did not instill discipline as expected.

Figure 4.2. shows the related views of both parents and teachers concerning factors leading to pupil indiscipline in schools. This shows that there were variations in their perceptions on related matters. For example, a larger percentage of teachers (67%) indicated home environment than did the parents. However, more parents (50%) attributed to peer pressure than teachers. There was a significant difference between teachers and parents regarding community factors with more teachers than parents. Conversely more parents identified poor school discipline with fewer teachers mentioning it.

Figure 4. 2: Factors leading to disciplinary cases as indicated by both Parents and Teachers
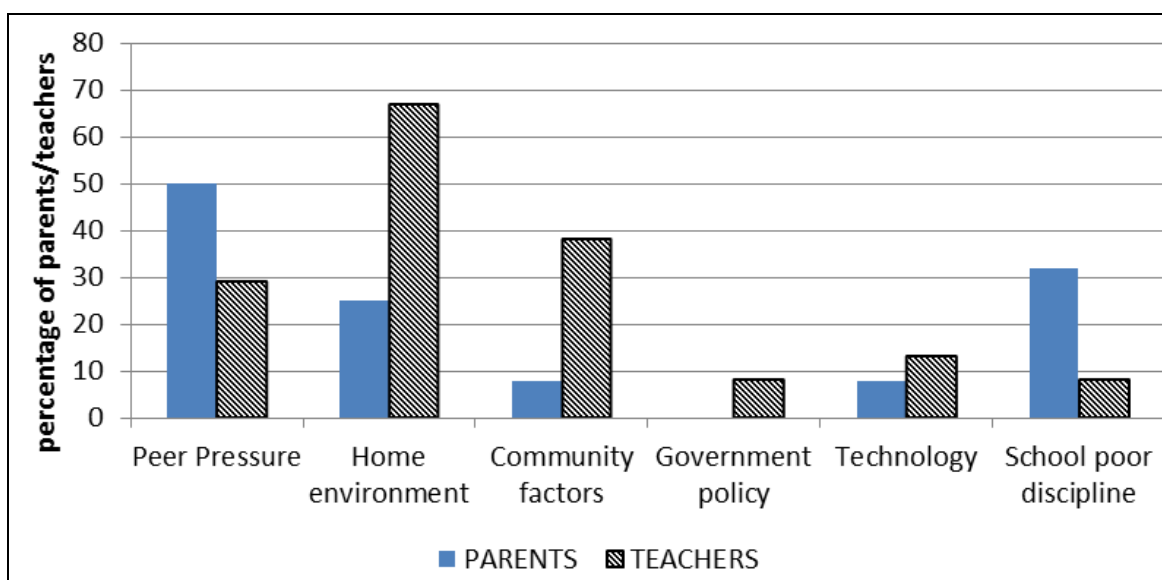
(Source: Field Study 2016)

In the schools studied, place of residence was not found to be a major differentiating factor in terms of pupil discipline. According to table 4.13 there was an almost equal representation of residence in all schools. Thirty eight percent (38%) came from medium density areas; 29% came from low density areas and 33% came from high density areas. It was observed that behavior was regarded basically the same regardless of place of residence, whether low, medium or high density. However, it was found that teachers needed to understand the places of residence for their learners in order to help them with their discipline problems.

Table 4.13: Pupils' residence

Residence	Respondents	Percentage
low density	7	29
medium density	9	38
high density	8	33
Total	**24**	**100**

(Source: Field Study, 2016)

4.4 How do schools manage disciplinary cases among pupils in Government and Mission secondary schools in Lusaka District?

Teachers from both Government and mission schools cited a number of managing strategies employed in dealing with pupils' indiscipline in their schools. Revealed were occasional summoning of parents on serious cases, punishments, rewards, one to one talk, guidance and counselling, suspensions, false transfers on rare cases and conducting school councils. However, the study found that parental involvement in dealing with pupils' disciplinary actions in schools was very low with only a representation of 25% and 58% of the parents were not involved at all, while 17% were indifferent.

Table 4.14: Parental involvement in indiscipline mitigation

Involvement	Respondents	Percentage
Involved	3	25
Not involved	7	58
Missing	2	17
Total	**12**	**100**

(Source: Field Study, 2016)

Reacting on the disciplinary measure put in place, the study found that among 42% of the teachers from Mission schools responded that their school's disciplinary measures used were good but needed to be improved. In this regard, one of the teachers said that:

> *"The disciplinary measures taken by the school, although effective needed to be improved in order to make them less harsh and intimidatory, but rather helpful to ensure the learner excels in education."*

About 33% of the teachers form the same category indicated that the disciplinary measures taken by their school were most effective. Seventeen percent (17%) settled for fairly effective while 8% said they were not effective. A teacher from a government school observed that:

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"Certain measures taken by the school do not help the children behave better. In fact, when children are punished by missing school, suspension or even expulsion, it only makes them more stubborn."

Figure 4.3: Teachers' view of strategic measures by their schools
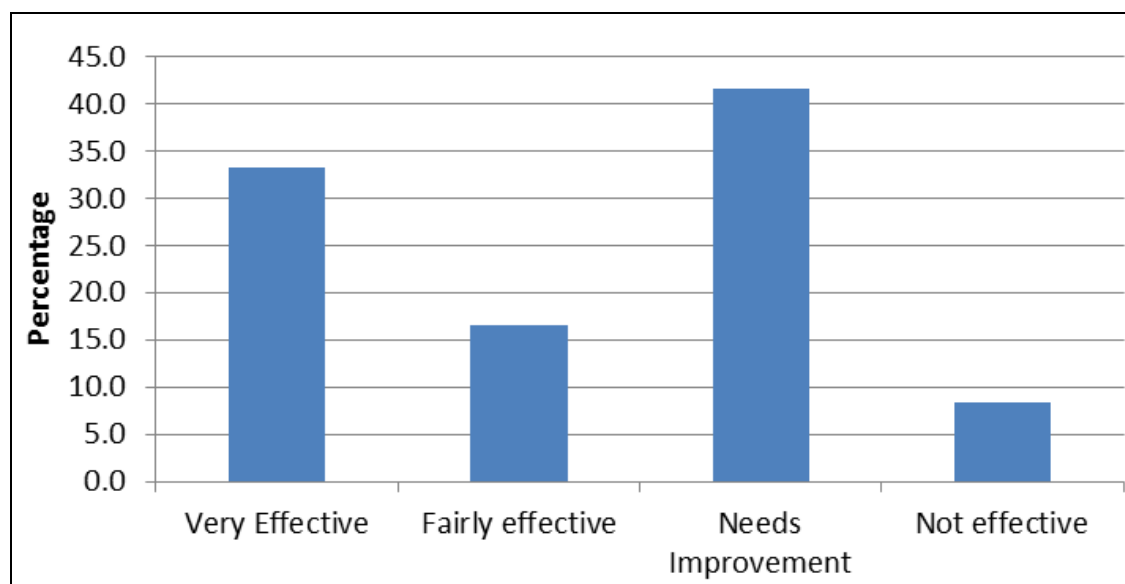
(Source: Field Study, 2016)

Table 4.15. and figure 4.4. show the categories of suggestions of respondents in the study concerning the use of measures put in place by their schools. Twenty five percent (25%) of the teacher respondents suggested measures that would enhance pupils' individual conduct such as one to one talk. Twenty three percent (23%) mentioned parental involvement. Eighteen percent (18%) opted for measures that would be punitive. Fifteen percent (15%) commended for schools to put administrative controls in place. Twelve percent (12%) of the respondents mentioned reward giving while 7% mentioned suspension or expulsion.

Table 4.15: Common measures employed

Respondents' Preferential measures employed	Percentage
Enhance pupil's conduct	25
Parental involvement	23
Punishment	18
Administrative controls	15
Rewards	12
Suspension/expulsion	7

(Source: Field Study, 2016)

Figure 4.4: Common measure employed
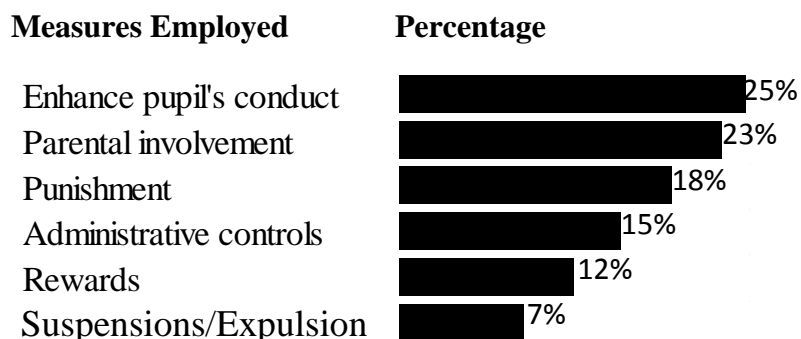
(Source: Field Study, 2016)

From both parents and teachers' preferential measures employed, enhancing pupil's discipline mounted to be the most prominent. With suspensions and expulsion being the least used measures in both Government and Mission secondary schools, for the fact that it has a serious bearing on pupil's academic performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0   Overview

Having presented the research findings in chapter four, chapter five discusses the findings of the study. The discussion is guided by the research objectives as outlined in the chapter one of the dissertation and respondents' demographic characteristics as;

a. to establish the nature of indiscipline among pupils in Government and Mission secondary schools in Lusaka District,

b. to assess the factors leading to prevalence of indiscipline among pupils in Government and Mission secondary schools in Lusaka District

c. to determine what measures schools put in dealing with indiscipline cases in government and Mission secondary schools in Lusaka District

5.1   Demographic Characteristics of the Parents

The study revealed that the majority of parents in the study were aged 40 years and above while the minority were aged 25 to 29 years. There was a relationship between parental age and concern for their children's discipline. Parents who are in their older ages, (above 55) are reluctant about their younger children's discipline. This is attributed to the understanding that they are of grand parenting age and thus would want to treat their children with leniency. Discipline is of great significance to parents of childbearing age and in their 40s. Such parents want their children to perform very well, they also believe that discipline is an important component of good performance at school.

The study revealed that the majority of parents sending their children to school were married; with a minority of single parents; mostly mothers. There is a relationship between the marital status of the parent and their concern for the discipline of their child at school.

Single parents experience a lot of difficulties managing the discipline of their children from home. Various arguments arise relating to how single parents can inculcate discipline in their school-going children. The aspect of single parents facing unique parenting problems is in accordance with Dusek, (1996) who posits that single parents are sole disciplinarians. This makes them feel like dictators when it comes to disciplining their children. Their disciplining techniques are most strict, intermittent and may involve both physical and emotional punishment. It is argued that the very absence of a partner in the home makes it particularly difficult for a single parent to understand their child's discipline away from home. In such cases, single mothers expect the school to play a more prominent role at instilling discipline in their child. Disciplinary problems transcend in single parenting homes since the children are left alone most of the time. As a result they are prone to various vices that affect their behavior (Amato, 1987).

Married parents take child discipline as a collective responsibility. Such parents did more with their children, talked more with them, disciplined them more appropriately and consistently, and were likely to share parenting responsibilities more cooperatively than single parents. The mother has particular aspects to help with the child's discipline. Similarly, the father plays his specific roles. It is generally expected that children from a complete home would behave better. Others have argued that this is only an assumption as even children from single parent homes do behave well and perform better in school (Bronstein, 1988).

The majority of families were from high density areas with the minority from low density areas. The take is that children from low density areas have more facilities to help them concentrate on school and behave better. However, children from high density areas are exposed to vices that influence them to misbehave at school. This is especially the case for children from the shanty compounds where daily life exposes children to people engaged in bad behaviors such as fighting, stealing, vulgar language, drinking, smoking and general socially irresponsible behaviours. Children are tempted to transfer such behaviors to school. This finding is consistent with Kimani (2007) who found that the socio-economic status of a family influences the upbringing of the child hence their discipline. The socio-economic factors that impact on children's discipline were identified as parental employment status, parent's ability to provide basic needs, parenthood and status of employment, parenthood and ability to provide for basic needs respectively.

In terms of parents' education, the study revealed that most parents had acquired a level higher than grade 12 and were in formal employment or in business. It is understood that parents of a lesser education and those who have not been to school do not place much value on the education of their children. They are themselves not good role models for their children. Thus, when their children are in school, they are less concerned and end up in bad behavior, simply because their parents have not showed them the value of getting an education. It is much different from children whose parents are well educated. Such children desire to obtain a higher level of education and their parents are concerned that their children ought to do their best in school.

Similarly, parents of low occupations may have children whose behavior in school is undesirable. However, parental profession is not a significant matter when it comes to child

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discipline in school. Some well-educated parents are too busy to attend to the discipline needs of their school-going children. In such instances, parents are unable to attend to calls for them to be in school for their children's misbehavior cases, simply because they are too busy at work. This is in line with UNESCO (2002) report that noted that most African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbring of young people.

5.2 Demographic Characteristics of Teachers

The study found that there was a relationship between the age of the teacher and how they handled discipline of pupils in their school. The majority of teachers in the study were aged 35 to 39 years while the minority were 30 to 34 years. There was no significant effect of teacher's age on the discipline of the child in school. However, a relationship was established when comparing age and years in service in terms of teachers' disciplining behavior. The understanding was that teachers who were younger had served fewer years. Thus going by this, young teachers find difficulties administering the correct discipline owing to that they have little work experience. Older teachers who have also served more years are expected to be firmer in disciplining pupils in that they know the strategies that work well. It is a natural factor that the more one lives with particular people, the more they know about their behavioral characteristics, hence can discipline them better.

Most of the teachers were educated up to degree level while the rest had either a diploma or master's degree. Teacher's qualification is not a strong factor that can enhance pupils' discipline. The discipline strategies and rules are not so much influenced by the qualification of the teacher. However, as teachers get more educated, it is an expectation that they would be promoted to

positions of influence (such as Head of Department, Senior Teacher, Deputy Head Teacher or Head Teacher) where they can influence decisions regarding pupils' discipline in their schools.

The findings of Khuluse, (2009) indicate that there are many teachers' characteristics that have a bearing on students' discipline in the school. Learners misbehave at school for a variety of reasons, such as boredom, inability to do the work, low academic self-esteem, emotional difficulties and poor attitudes. The key to establishing good discipline at school lies in learners accepting the educator's authority to manage their behaviour and their progress in learning. Learning activities cannot take place effectively in a classroom of thirty learners or more, unless one is given authority to control, manage and direct what is going on as, when and how appropriate. Much of the authority as an educator derives from the status he has in that role, and the respect and esteem for educators generally held in society; this is particularly conveyed to learners by their parents and other sources of influence. Educators will have some degree of status because of this, most notably with younger learners where they may be perceived as a parent figure to some extent. In order to exercise managerial control, learners' behaviour needs to be rule governed.

5.3   Nature of indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District

The general view of parents regarding discipline of pupils in their schools was that it was poor; while the teachers held that discipline of pupils was fair to good. Parents are often not satisfied with the way discipline is carried out in the school. They see more wrongs from a distance and any one incident of pupil indiscipline carries the label for the entire school. Teachers are however, in close contact with the pupils and get a clearer view of individual pupils' levels of

discipline. Teachers and parents are bound to see pupil discipline differently on account that the parents are not closely engaged with all the pupils in the school, except their child. Thus they may base their assumption on the discipline of their child or some other pupils they are closer to.

The most common forms of indiscipline among both the Government and Mission schools were bear drinking, fighting and stealing. Abusive language, smoking and drug abuse were well reported. By distinction, noise making could only be reported by teachers since it was a school-based offence. This included missing lessons and late coming which could only be identified from the school, unless parents were somehow aware. It is difficult for a parent to know that their child had missed school or reported late if they left home in time and the school has not reported the incidence.

According to the pupils from government schools in the study indiscipline by pupils was in form of beer drinking, smoking, stealing, fighting, attacking people on the way, dodging, late coming, bullying and beating up teachers. Improper school uniform was accounted for by unacceptable hair styles (cuts), using makeups, reducing uniform sizes especially trousers and skirts to be small and tight. Other offences included bringing phones, vulgar language, graffiti, and dodging classes. Undermining school authorities was found to be common among the government schools as compared to the Mission schools.

5.4 Factors leading to prevalence of indiscipline among pupils in Government and Mission secondary schools in Lusaka District

Factors leading to indiscipline among pupils were identified variously. The study found that there were home based, peer influenced and school influenced causes of indiscipline in schools. Other causes were reported independently by individual parents as personal indiscipline,

playfulness, teachers not enforcing discipline; technology, poor school punishment of offenders; and teachers not watching over the pupils consistently.

According to the study, it embraces that peer pressure and home environment were the most projecting source of pupil indiscipline in schools. Thus, the finding that peer pressure was a major cause of indiscipline was consistent with several other studies. According to Karanja and Bowen, (2012) peer pressure was the leading cause of unrest, followed by the media and drugs. Negative peer pressure can cause devastating moral erosion if not checked by the school. Similarly Mwangi, (2016) found that peer pressure had a great impact on school discipline and that friends in the same group broke the school rules to a great extent. According to Ngari, (2014) peer influence was the leading influence in the discipline of students in secondary school since the students spend more time with their peers than with their families during this stage of their lives.

The administrators in the study recognised that the societal customs and ways of life did in some way influence the positive or negative behaviour of the child. Parental absence and poor moral upbringing of the child can plague the secondary school students of acts of indiscipline. This is line with the control theory that states that weak bonds between individuals free people to deviate or go against norms. Similarly, children from a high socio-economic background can be engaged in acts of indiscipline as well as children from the low or middle socio-economic background.

According to the pupils from both Government and Mission schools, the major causes of indiscipline among pupils were peer influence, the media, being away from parents and poverty. Others claimed that indiscipline was as a desire to seek undue attention; drug influence; parental

negligence and having too strict rules at school. The aspects of indiscipline as mentioned by pupils were confirmed similarly by administrators with emphasis on late coming, alcohol, fighting and improper uniform.

Administrators of government schools indicated, similar with the pupils that the major causes of indiscipline were peer pressure and the media. Other significant causes were given as lack of home supervision; huge numbers per class and individual psychological problems among some pupils. Administrators also mentioned lack of recreation and lack of spiritual morals as contributing factors to pupils' indiscipline. In government school, administrators reported that issues of hygiene also brought about indiscipline among pupils. Age of pupils was regarded as a source of indiscipline especially of those aged 15 to 17 years at junior secondary school.

The study found that the views of parents, teachers, pupils and administrators were generally similar. Differences in views were observed and attributed to involvement and proximity to the place of acts of indiscipline. In this regard, pupils are more aware as they are actually involved and witness incidents of indiscipline. Secondary to pupils, teachers do observe and receive reports of indiscipline. Administrators mainly receive reports of more serious offences that teachers may not have handled at classroom level. Parents are at the extreme of the continuum as they mostly receive indiscipline reports.

The above findings are consistent with Dada and Siaka, (2014) that various acts of indiscipline were prevalent among secondary school students. It was also gathered that several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among the students. It was also found that reduction strategies employed by various schools are not effective. It is taken that causes of indiscipline in schools are similar across the globe. This

similarity in causes is attributed to the understanding that the school is a collection of people of several personalities who adopt patterns of behavior as a group.

Banja, (2013) in his study argues that teachers have more to do with the nature of indiscipline prevalent among pupils in their schools. The effects of pupil and teacher indiscipline on the school are also examined such as absenteeism, disobedience to school authority, truancy, fighting, substance abuse and classroom disruption. The author argues that pupils are not passive (as they are perceived to be by some teachers) but active players in imitating their head teachers' and teachers' behaviour during continued interaction at school. Banja indicates, "there is an urgent need to tackle teachers' indiscipline in order to reduce pupils' indiscipline, which affects educational attainment."

In a study by Rhalmi (2010) it was concluded that the causes of indiscipline among pupils are not isolated from home, school and community, but rather a combination of all the factors from the environment manifesting in the school. He argues that misbehavior cannot be specifically traced to one source. According to Rhalmi (2010), the school only enhances indiscipline if certain factors are not well applied. Indiscipline may be caused by teachers who favor some students in their teaching and classroom management. The other students may see this as a sign that everything is allowed in spite of the rules. Other students may also see this favoritism as an offense against them which leads to rebellion.

When a student is not punished for an offense, he/she goes on to commit more offenses. If the school rules are not clearly communicated, pupils commit 'innocent' offences. The teacher and students relationship is essential for any learning process. If there is a breakdown in this relationship, indiscipline emerges. When the teacher doesn't fulfill his role as a leader, there will

certainly be students who will be glad to take this role. Thus indiscipline appears. When students are not motivated, they tend to work in an undisciplined manner. Some students may have acquired bad habits from previous teaching experiences. Once a student, for instance, has formed the habit of coming to school late, it will be hard for him or her to change this behavior Rhalmi (2010).

This finding is in agreement with a study conducted in Zimbabwe by Gutuza and Mapolisa (2015) which revealed that indiscipline in secondary schools was largely caused by poor group influence, bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships and failure of the school to effectively enforce school rules and regulations.

It is however realized that there are certain individual characteristics that inspire indiscipline. Thus, certain pupils come out as more deviant and consistently so, regardless of the measures or penalties administered. However, Walubita, (2015) posits that parents are usually answerable for their children's misbehaviour at home, just like teachers are often held accountable for their learners' failure to perform academically to the expected levels. Banja, (2013) cites teacher indiscipline as the source for pupil indiscipline in Zambian schools. In his study, Banja revealed that some of the offences committed by teachers included leaking examination content, flirting with school girls, reporting late and drunk for work, engaging in illegal class enrolments and obtaining money from pupils for preferential treatment. The study also reported that head teachers also committed these offences which had detrimental effects on the pupils' behaviour and school performance. For instance, some head teachers' were either too harsh toward pupils, overlooked students' concerns or showed signs of favouritism towards certain pupils. One of the

most outstanding observations made was that some teachers used sarcastic and abusive language towards pupils. Banja also presents the causes of teacher indiscipline which include lack of teacher socialisation, poor conditions of service, teacher stress, poor professional training, and lack of effective school management.

Other studies have also confirmed that the home environment affects pupils' behavior at school. For example, National Association of Schoolmaster / Union of Women Teachers (NASUWT) of the UK (2011) argues that "teachers say that parents cannot abandon responsibility for their children's behaviour at school." The NASUWT teachers' union says a lack of parental support is a major problem behind pupils' lack of discipline. A survey from the union also claims that pupils turn up at school with gadgets such as phones, but without basic equipment such as pens.

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

In the schools studied, place of residence was not found to be a major differentiating factor in terms of pupil discipline. This is in contrast with the findings of other researchers. For example, Wallace (2008) found that youth from the poor high density slums were slightly more likely than the rich low density youth to be sent to the office and substantially (two to five times) more likely to be suspended or expelled. In other studies, place of residence has been associated with

household poverty. According to Afullo (2005) numerous studies over many years have shown a strong correlation between socioeconomic status and success in school. Generally speaking, students from wealthier families do significantly better than those from poorer families. By default, upper-middle-class suburbs have the wealthier families. Thus place of residence cannot be alienated from levels of wealth. An extreme case in the study was a pupil who strongly noted that there was an association between place of residence and individual pupil discipline:

> *"Most of our classmates from the compounds are poorer and their parents do not manage to buy them things like books and pens. They also do not carry packed lunch or money for break. So they steal from their friends."*

Nyaga (2004) noted that parents in urban centers were busy with their personal businesses and most pupils do take advantage of the absence of their parents to sneak out of schools as they are never asked what they learned by their parents. This finding also concurs with the findings of Afullo (2005) that schools do experience complex disciplinary problems like sneaking and absenteeism without permission which require thorough understanding of their background before attempting to solve them.

According to the pupils, indiscipline among the pupils in schools was as a result of poor parenting which is characterized by domestic violence. Two of the pupils further explained that pupils from such families had hostile tendencies towards other pupils in the school and were at times provocative in character. Pupils also elaborated that they are influenced to fight their colleagues from imitation of the examples they watched either from the videos or television programs. The school administrators also criticized the parents for poor up-bringing of their

children that made the learners to develop aggressive behavior as one deputy head teacher maintained,

> *"As teachers we cannot teach discipline; discipline begins at home. I felt that some of the parents are actually the cause of the learners' disciplinary problems. The problem emanates from home; the father and mother don't know how to talk to each other, and they drink, argue and fight in front of the children. The children come with that attitude to school and believe it is correct."*

From the observations and experiences expressed in this study, it is in accord with Curwin, et al, (2008) that most discipline problems have their root causes in places outside school. These aforesaid issues as well as others, including dysfunctional families, peers and negative social behaviours account for the most. Although educators can directly do little to change these factors, it is important that they understand them and do whatever they can as citizens to make a difference.

5.5 Measures put across in dealing with pupil indiscipline in Government and Mission secondary schools in Lusaka District

The pupils from both Government and Mission schools indicated that the measures put in place to control pupil discipline included suspensions, punishments, counselling and summoning their parents. Other pupils indicated that having prefects and checking attendance per lesson was helpful. Among the measures put in place in schools, both administrators and members of the disciplinary committees specified that pupils were sensitized on matters of discipline. Many were counselled and parents informed of the most serious offences such as fighting, alcohol and stealing. Punishments were part of the disciplinary process even for common offenses such as

noise making. In serious offences, pupils were suspended or sent on force transfer. This is in line with the control theory that states social bonds are used to help individuals from going after these attractive deviations.

The Mission school administrators went further indicating on some of the measures put in place in their schools. This was the involvement of the clergy men at least twice a term to come and talk to the pupils on the benefits of adhering to the given rules, and equally the dangers of disobeying the same rules. They also commended the attachment of corporal punishment on a minimal scale as a positive thing just to scare the children and not looking at it on a negative side.

To avoid violence and influence from outsiders, some schools have opted to set up walls and use security officers to control access to the school by manning gates. According to the disciplinary committee members, much has been done by involving the parents and PTA members. By strengthening the school governance structures that include; guidance and counseling, prefects' body, school councils and the disciplinary committee. Schools have endeavored to enforce school rules and attached penalties to them. Pupils are given a set of rules upon enrolment for them to read and sign, as a commitment of adherence to the rules.

 Certain cases require the involvement of the police. Such involve testing for drugs; gangs attached to the school and sexual offences. The efforts to complete certain cases of discipline are often frustrated by parents who fail to take reported evidence given by the school. Where such evidence cannot be provided, it becomes difficult to discipline the child since the cooperation and consent of the parent is required. For instance, is one parents' refusal of his son's drunken behaviour;

"Show me the evidence that my son was caught drinking with some friends at school, for he has never done that at home. He is a well behaved boy and is always attending to church activities when he is not doing his school work."

Teachers' help in curbing indiscipline was found to be the same in both Government and Mission school. The school deputy head teachers who were informants from the schools visited mentioned to say that the teachers' involvement was 50 50. Others were fully involved and others not. It depended on to the individual teacher. Some teachers could control the pupils whenever they break the school rules, while others would watch. Summoning parents was found helpful as they were the guardians of the children expected to discipline their children at home.

Public schools were not particularly impressed with the Government circulars which reduced their powers to discipline pupils. Most of these circulars enhanced indiscipline as they gave leeway for pupils to misbehave in view of human rights. An example is where the government issued a circular that late comers should be allowed in class without punishment as they had the right to learn. This disturbed the learning and teachers could not do anything as they were supposed to be teaching at the same time. This was without consideration that late comers disturbed the learning and schools had penalties in their rules. However, this was not the case with the Mission schools, the government circulars affected them less, for they stand to be semi-autonomous institutions in their operations.

Pupils from government schools suggested that awarding the most disciplined pupil at least once a term would encourage maintain good discipline. And the school administrators commended that government schools should come up with more recreational activities, reinforce school clubs

and other extra-curricular activities in order to keep pupils busy throughout, since idle moments bred indiscipline.

There was a strong recognition among the groups in the study that serious measures be taken to avert pupil indiscipline. In all groups, rules were emphasized as the best measure. It was observed that efforts to improve pupil discipline was an involvement of government, parents, administrators, teachers and pupils within an agreed framework of school rules. This is in line with Kabandize (2004) who noted that school administrators, teachers, parents and students all have a role in discipline management. Each stakeholder may not work independently, but to be involved with others so that there are disparities in the way discipline is administered at school level.

The study established that as far as managing discipline of pupils was concerned, the pupil-teacher ratio mattered less. Instead, the teacher's commitment and management strategies mattered more. Thus, if a school has the appropriate system of rules and teachers are all committed, pupils should be able to follow the rules with a minimum level of indiscipline. Others however, felt that disciplining pupils had a bearing on the number of teachers, claiming that smaller numbers were more disciplined than large ones. A number of studies have reported that the concern is both the number of teachers and number of pupils. Pupil discipline tends to be more difficult in large classes and more of an intrusion into the teaching and learning process (Blatchford and Mortimore, 1994; Glass et al., 1992). It is more difficult for one teacher to handle a large class because, in the first place, individual attention to pupils is more difficult. In contrast, smaller classes tend to be quieter and more easily managed. Bourke (1996) found that more non-academic procedural arrangements were necessary in large classes. Thus, breaking classes into smaller groups of pupils requires having more teachers at the school.

Clearly, learners need order in the classroom if the activities which take place are to facilitate effective learning. According to Khulukuse (2009) the most important point to bear in mind in considering discipline is that, creating the necessary order is more to do with the skills involved in effective teaching in general than it is with how one deals with learner behaviour itself. If the learning activities are well-planned and prepared, if the presentation elicits and maintains learners' attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, then the necessary order will be established as part of these qualities. In essence, skillful teaching lies at the heart of establishing discipline.

Most learner misbehaviour is quite trivial. The types of learner behaviour most frequently cited by educators are; excessive talk or talking out of turn, being noisy, not paying attention to the educator, not getting on with the work required, being out of their seats without good cause, hindering other learners, and arriving late for lessons. To a large extent, such problems can be minimized by skillful teaching in general, and by developing conventions and routines for behaviour, which are followed. The discipline which prevails in a classroom will not only be influenced by the educators' behaviour and expectations, but also by the expectations learners bring with them in the school. Nevertheless, a well-managed lesson coupled with a relationship based on mutual respect and rapport will do much to minimize pupil misbehavior (Khulukuse, 2009).

The findings of this study are consistent with other studies such as Ehiane, (2012) that discipline and academic performance are the core of our today's education. Some scholars have attributed poor performance of students in academic to high level of indiscipline among students while others disagreed. Nevertheless, it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor academic performance of students.

In a study by Karanja and Bowen, (2012) it was found that there was clear evidence that pupils' indiscipline was linked to poor academic performance, according to 86% of the respondents in that study. It was further established that strict disciplinary measures had positive impact on student academic performance.

From the findings, the study established that there was low parental involvement in pupils' discipline at public schools with only 15% level of involvement. Parental involvement was significantly higher in mission schools, representing up to 45%. As a result of low parental involvement, parents could not indicate whether their children were benefiting from the schools in the presence of discipline. Since the home environment plays a role, it is importance for teachers to also understand the kind of home the child comes from and how discipline is taken at family level. In this regard, teachers and parents have to help each other from school and home respectively.

Concerning strategies of managing pupils' indiscipline in schools, the parents cited some of the measures they opt to be employed that included; schools coming up with policies that would actively engage parents in matters of pupil discipline, schools consistently sensitizing indiscipline pupils with counselling and involving the pupils themselves, orienting and counselling all pupils on the benefits of good behavior later in life. And all lessons to include elements of enhancing good behavior in life and always emphasizing discipline in all school activities including learning, social conduct, home conduct and conduct during other school activities of extra-curricular nature such as sports and clubs. Also that teachers and school authorities be firm in instilling discipline to pupils. The schools should keep up of a variety of activities to enhance good behavior. And this may include compulsory school clubs, prep and sports.

Within the schools, various measures were suggested by the teachers to try and avert pupils' discipline. Some of which were already in practice. The teachers recognized measures that included conducting religious programs such as devotion with prayers, help pupils from broken homes with material and moral support, employ the help of prefects and class monitors in matters of maintaining pupil discipline, review of school rules at the beginning of every term to all pupils, revise school rules to incorporate new types of indiscipline such as technology related ones, involve parents even in simple cases such as noise making and conduct disciplinary hearings and meetings.

Teaching of religious studies also invokes the fear of God and can be used to prevent indiscipline. It is the role of schools therefore, to insure that pupils have at least some time to reflect on the creator through the teaching of Religious Education (RE). However, it is not the case with Government schools where RE is taken as an optional subject. Some pupils do not take the subject, worse still a situation where some parents do not go to church.

Contrary to the Government schools, the Mission schools have made it mandatory for every child to have time for learning RE. RE stands to be a compulsory subject for the Mission schools.

Ndakwa (2000) asserts to say worship caters for students' spiritual growth; it is a time when students reflect upon their creator, God. Hence, spiritual nourishment is quite vital for emphasizing human virtues and harmonious co-existence. Teaching of religious values can foster human moral values which are elements of self-discipline. It helps curb indiscipline.

The above findings are consistent with Simatwa (2007) in the study on student discipline management in secondary schools in different districts of Kenya. Simatwa shows that schools

could deal with disciplinary problems by using methods such as; involving parents, using guidance and counseling, manual labour, caning and withdrawal of pupils from popular activity. The study suggests that when such channels are well followed in the management of pupil disciple the result for the schools would be; well behaved pupils, orderly pupils, high retention rate of pupils, good academic performance and a conducive learning environment.

Curwin, et al. (2008) describe strategies for developing a philosophy about behavior and classroom management based on sound educational, psychological, and commonsense principles. These include developing a comprehensive classroom discipline plan; preventing behavior and management problems from occurring; stopping misbehavior when it occurs without attacking the dignity of the student; resolving problems with students who chronically disrupt the learning process; reducing student stress as well as the teacher's own; and using special guidelines for rules and consequences that work.

5.6   How Control Theory underpinned the study

The pupil's acts of indiscipline and the strategic measures put across to avert indiscipline in schools such as rules, punishments and suspensions are consistent with the control theory. The theory being an interdisciplinary branch of social science deals with the behaviour of the dynamical systems and how this behaviour is modified. In this manner, a controller characterizes the mitigation practices. Control theory aims at controlling a system in the manner that a controller is designed. According to the theory, weak bonds between the individuals and society free people to deviate or go against the norms, in order to gain something of their own interest. Hirschi (1969) assets "humans are selfish beings, who make decisions based on which choice

will give the greatest benefit." For example, most people go to work not because they want but because they get paid, to obtain food, water, shelter, and clothing.

Deviant acts appear attractive to some individuals, and these acts can only be stopped by the social bonds. Deviance therefore, is a result of extensive exposure to certain social situations where individuals develop behaviors that attract them and avoid conforming to social norms. Like rules and punishments, social bonds are used in control theory to help individuals from going after these attractive deviations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0.   Overview

This chapter is the conclusion of the study. The conclusion outlines the main aspects of the study from its conception, design, findings and implications. Following the findings and discussions, chapter six gives the recommendations of the researcher regarding what institutional strategies may be taken to address issues of pupil indiscipline in schools.

6.1.   Conclusion

Undertaking this study was out of the recognition that indiscipline was a major problem in educational institutions among pupils. While it is expected of pupils in schools to adhere to the school rules, Zambian secondary schools still experience high levels of pupil indiscipline ranging from common offenses such as late coming to more serious ones such as violence against teachers and friends. The Zambian educational curriculum provides opportunities for pupils to be instructed in morals and good behavior in an effort to prepare them for service in industry and the community. The general purpose of this study was to assess the nature, factors leading to prevalence of indiscipline and identify management strategies of pupil's disciplinary cases in both Government and Mission secondary schools in Zambia's Lusaka District with associated recommendations.

The study used a descriptive survey design with both qualitative and quantitative techniques on a sample of 6 secondary schools of Lusaka District involving parents, teachers, pupils and school administrators. Data was collected by means of questionnaires and interview guides together with focus group discussions with the pupils. The findings of the study were that indiscipline

among pupils was caused by both school based and home/community factors; while peer pressure held a significant place. The prominent forms of indiscipline were drinking, fighting and stealing. The persistent forms of indiscipline were late coming, missing classes, noise making and rudeness.

The study established that there was miscommunication between schools and parents regarding reporting of indiscipline cases. It was revealed that changes in discipline affected performance. A comparison of government and mission schools revealed that there were similarities in the way indiscipline occurred among pupils. There were however, significant differences in the way pupil indiscipline was handled at school level.

Mission schools were presented as handling indiscipline in a stricter manner and pupils were fairly disciplined. Their strictness is based on the fact that Mission schools tend to be semi autonomy, and are less affected by the government policies which is not the matter with public schools. In the case of government schools, it was established that indiscipline was a major problem and that Government schools had no autonomy to control the schools in their own preferences. Parental involvement was low in both categories of schools, but better in mission schools. However, all schools indicated that there were strategies to avert pupil indiscipline.

The study concluded that indiscipline remains a major problem in all kinds of schools. This requires more tangible strategic measures to be applied in order to avert the problem. The following recommendations were made.

6.2.   Recommendations

1. It is recommended that the Ministry of Higher Education should introduce a component in the teacher training courses that addresses indiscipline problems as they obtain in Zambian

schools in both Government and Mission secondary schools. This would equip the trainee teachers with knowledge and skills that would help them tackle discipline problems peculiar to Zambia. For seasoned teachers, the schools' Continuous Professional Development (CPD) programs should involve every teacher including Guidance and Counseling section, administrators and other staff in strategies for promotion of children's rights within the context of Citizenship education.

2. Parents should be actively involved in disciplinary matters of the school pupils by being part of Disciplinary Committees; observing learning/teaching sessions in the school; being participants in the formulation of school rules and holding one-to-one meetings with teachers to discuss strategies for helping children with discipline problems.

3. It should be made mandatory that administrators and teachers in both Government and Mission secondary schools hold meetings together to discuss matters pertaining to pupils' discipline, and share ideas on how to make improvements.

4. Ministry of General Education should give Government schools an autonomy to instill stiffer measures for indiscipline cases. This would reduce the long procedure that is taken before pupils with serious offences can be disciplined by the ministry,

RECOMMENDATION FOR FURTHER STUDIES

1. More studies could be carried out in Zambia to assess the long lasting strategic measures that can be put in place in the mitigation of pupil indiscipline acts in secondary schools.

2. A study to be carried out in Private and Community secondary schools to see whether findings from the study will tally with the ones in this study.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PARENTS

Dear respondent,

I am a postgraduate student at the University of Zambia carrying out a research for the award of the degree of Master of Education in Civic Education. My research is on management of indiscipline cases in secondary schools, taking into account Government and Mission schools in Lusaka District. You are therefore, kindly requested to give answers to this questionnaire as honestly and just in order to capture data with regard to my research topic. The information provided will be treated as confidential.

BIO DATA: Tick where necessary

1. Age range

   25-29 years ( )   30-34 years ( )   35-39 years ( )   40 years and above

2. Married status

   Single parent ( )   Married ( )   Divorced ( )   Widow/widower ( )

3. Where do you stay?

   ……………………………………………………………………………………………

4. Level of education attained

   ……………………………………………………………………………………………

5. What is your religious denomination?

   ………………………………………………………………………………..…………..

6. What is your occupation?

   ……………………………………………………………………….………………………

7. Do you have a child, relative or dependent learning at this school?

   Yes ( )   No ( )

Factors leading to indiscipline cases

8. What would you say about the discipline of pupils at this school?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

9. What kind of reports have you received concerning pupil indiscipline from this school?

   …..…………………………………………………………………………………………

   …………………………………………………………………………………..…………

10. What do you think could have been the cause for these cases?

    …………………………………………………………………………………………………

    …………………………………………………………………………..…………………

    Managing indiscipline cases

11. Were you at one time involved in the discussions of mitigating cases of pupil indiscipline

    at this school?

    Yes ( )   No ( )

12. If **yes**, how beneficial could this have been towards pupils' behavior?

    ....

13. In your view, what do you think could have been done, to help reduce indiscipline

    behavior among pupils in this school?

    ……………………………………………………………………………….………………..

THANK YOU FOR CO-OPERATION

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a postgraduate student from the University of Zambia, carrying out a research for the award of the degree of Master of Education in Civic Education. The research is academically meant to find out how indiscipline cases are managed in Secondary Schools in Lusaka District. You are therefore, kindly requested to provide honest and precisely answers to this questionnaire to help capture the intended data. The response to these questions below will be treated with high confidentiality.

BIO DATA

Tick where appropriate

1. Age range

   25-29years [ ]   30-34 years [ ]   35-39 years [ ]   40 years and above [ ]

2. Professional qualification

   Diploma [ ]   Degree [ ]   Masters [ ]   Others [ ] specify-----

3. Number of years in service

   0-9 years [ ]   10-19 years [ ]   20-29 years [ ]   30 years and above [ ]

Factors leading to indiscipline cases

4. What is the total number of teachers in your school? …………………………………

    Male …………. female ………………

5. What is the approximate total number of pupils in your school?

   …………………………………………………………………………………………

6. On average, how many pupils are in each class?

   ………………………………………………………………………………………

7. Does the number of teachers available (many or less) matter when it comes to disciplining the pupils?

Yes [ ]   No [ ]

Justify your answer

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8. How is the attendance rate of pupils in your school?

9. Very good [ ]   Good [ ]   Poor [ ]   Very poor [ ]

10. Generally, how would you describe the behavior of pupils in your school?

……………………………………………………………………………………………….

…………………………………………………………………………………………………

11. What would you say about the discipline and performance of the pupils in your school in the past five years?

……………………………………………………………………………………………….

…………………………………………………………………………………………………

12. What are the common disciplinary cases that you handle in your school?

……………………………………………………………………………………………….

…………………………………………………………………………………………………

13. What do you think could be the cause to these disciplinary cases?

14. Where do the majority of your pupils come from?

Low densely populated areas [ ]

Medium densely populated areas [ ]

High densely populated areas [ ]

15. In your view, do you think it is important for teachers to understand where individual learners come from?

Yes [ ] No [ ]

Justify your response

………………………………………………………………………………………….

…………………………………………………………………………………………

Disciplinary measures

16. What measures have you put in place to ensure effectiveness in monitoring pupil discipline in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

17. How do you view the disciplinary measures put in place by the school administration?

………………………………………………………………………………………….

…………………………………………………………………………………………

18. What would you recommend to ensure that there is total discipline among pupils in your school?

-…………………………………………………………………………………………

…………………………………………………………………………………………

THANK YOU VERY MUCH FOR YOUR CO-OPERATION AND PARTICIPATION IN MY STUDY. WOULD YOU NEED ANY CLARIFICATION TO BE MADE, PLEASE CONTACT ME ON: +260977 514293/0955 710916

APPENDIX III: INTERVIEW GUIDE FOR SCHOOL ADMINSTRATORS AND

DISCIPLINARY COMMITTEE MEMBERS

1. Do you experience cases of indiscipline among pupils in your school?

    (a) If **No**, How do you describe the behavior the pupils in your school?

    (b) If **YES**, State the nature of disciplinary cases you experience.

2. What do you think could be the root cause of indiscipline behavior among pupils in your school?

3. From your own experience as an administrator, what do you think could be other factors contributing to indiscipline among pupils in your school?

4. How often do you deal with disciplinary cases among pupils in your school?

5. Basing on your work experience at this school, is there any progress or not in curbing the amount of disciplinary cases?

6. As the school management, what measures have you put in place in your school in dealing with cases of indiscipline amongst pupils?

7. Which age group is more involved in cases of indiscipline? What is it that has been done concerning the same?

8. In your stay in this school, are there some pupils who have been suspended due to indiscipline behavior?

9. How about expulsion?

10. Are there some other means implemented to reform pupils apart from suspension or expulsion? If **yes,** state the kind of reform measures implemented.

11. Do you have qualified staff for guidance and counselling in your school? If yes, how often do they meet the pupils for guidance? (For Heads/Deputies only).

12. Are teachers very effective in monitoring discipline among pupils in your school?

    a) If **YES**, how effective are they?

    b) If **NO**, what could be the reason?

13. Generally, how is the attitude of teachers towards the disciplinary measures put in place by the school administration in your school?

14. Have you ever involved parents to help curb indiscipline cases among pupils in your school? If yes,

    a) How?

    b) How beneficial has it been?

15. Do you have any external influence that interferes with your management of indiscipline cases in your school?

    If **YES**, explain the type of interference.

16. Is there anything else you would like to share with me?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX IV: FOCUS GROUP DISCUSSION WITH PUPILS

1. How old are you?

 2. What grade(s) are you?

 3. What denomination do you belong to?

 4. What is the occupation of your;

     Father …………………….

     Mother ……………………..

     Male guardian……………..

     Female guardian……………

5. Has your school influenced your religious believes?

     Yes ………………………

     No………………………..

6. How many are you in class? ....

7. Where do you stay? ....

8. Is your home far from school? ....

9. How do you come to school?

     On foot………………….

     Driven…………………...

     Boarding a bus………..…

10. Are you involved in any community activity?

11. How actively are you involved in this/these activity/activities?

12. Are there some cases of indiscipline at your school?

13. If **yes**, what kind of disciplinary cases are there at your school?

14. Have you ever been involved in any disciplinary cases? If yes, what was it?

15. Did it have any impact towards your school performance? How was it solved?

16. What do you think could have been the reason for these cases?

17. What measure does your school take to maintain discipline among pupils?

18. In your view, what do you think should be done to reduce indiscipline behavior among pupils
    in this school?

THANK YOU SO MUCH FOR YOUR PARTICIPATION

APPENDIX V: CONSENT LETTER

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

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

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Date: 04 /11 / 15

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms. MERCY HAMALENGO Computer number 514706504 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
04 NOV 2015
SCHOOL OF EDUCATION
P.O. BOX

Daniel Ndhlovu
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc. Director, DRGS
Dean, Education

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