THE RELATIONSHIP BETWEEN HOME ENVIRONMENT AND INDISCIPLINE AMONG PUPILS IN SELECTED PRIMARY SCHOOLS IN MONGU DISTRICT

BY

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DECLARATION

I, **Bruno Lyamba,** do hereby declare that this dissertation represents my own work and that it has never been previously submitted for a degree at the University of Zambia or any other University.

Signed: …………………………………………………..

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APPROVAL

This dissertation of **Bruno Lyamba** has been approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Sociology of Education by the University of Zambia.

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DEDICATION

I dedicate this work to my dear wife Nosiku and our two sons Munalula and Sikwibele for their patience and encouragement during the course of my study.

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LIST OF ACRONYMS

DEBS…………..District Education Board Secretary

INTO……………Irish National Teachers' Organisation

MOE………….. Ministry of Education

NCES…………..National Centre for Educational Statistics

OECD…………Organisation for Economic Cooperation and Development

SPSS……………Statistical Package for Social Sciences

TIMSS…………Trends in International Mathematics and Science Study

UNESCO………United Nations Education Scientific and Cultural Organisation

USA...................United States of America

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ABSTRACT

The cases of indiscipline in primary schools are reported in the media despite the fact that most of the researches in Zambia have concentrated on indiscipline taking place at secondary school level. Therefore, this study investigated indiscipline in the selected primary schools of Mongu District with the purpose of investigating the nature of indiscipline, its causes and whether or not it is influenced by home environment.

The study employed descriptive survey research design. A sample of 80 pupils, 16 teachers, 20 parents and eight head teachers and their deputies was drawn from four schools in Mongu District.

Data was collected using questionnaires and semi-structured interview guides. Questionnaires were administered to pupils, teachers and parents while interview guides were used to obtain data from head teachers and their deputies. Descriptive statistics involving frequencies and percentages were used to analyse quantitative data while data from interviews were analysed by grouping the emerging themes.

Findings revealed that the characteristic features of indiscipline were fighting, disrespect for teachers, lateness for class, truancy, noise making, promiscuity, stealing, alcohol/drug abuse, dodging classes, insulting, vandalism, improper wearing of school uniform, bullying and unnecessarily using cell phones in classrooms.

The results also revealed that noise making, fighting, lateness for class, truancy and dodging classes were the most experienced forms of indiscipline in schools. The causes of indiscipline were peer pressure, community influence, lack of positive role models, the re-entry policy, human rights awareness, drug abuse, the media, ineffective classroom management and home environmental factors. The study recommended that parents should be greatly sensitized on the need to be involved in educational affairs of their children so as to reduce levels of indiscipline in schools.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study. It clarifies its research problem, purpose of the study, objectives, research questions, significance of the study, delimitation and limitation of the study. It further explains the operational definitions of terms and the theoretical framework of the study.

1.1 Background

Indiscipline has for sometime been an issue of concern for educators, policy makers and the public at large but the situation has not been as worrisome as it is today, more especially in some African countries like Zambia. Mwanakatwe (1974) observes that there was almost total absence of indiscipline in schools until a few years before independence. The reason was that shortages of school places made pupils realize that good behaviour at all times was an assurance for continuity in school. According to Kelly (1999) the aim of education in Zambia as elsewhere was to produce good men and women capable of earning a useful life and of playing a constructive part as citizens in local and territorial affairs. The system of formal education laid emphasis on the acquisition of knowledge, practical skills and sound character. These views are supported by Ojedapo (2011) who points out that most of the schools in the past were voluntary agency schools. There was a high degree of discipline in schools then. There was also harmony as principals, teachers and pupils demonstrated awareness of their responsibilities in school.

The other thing that Mwanakatwe (1974) points out is that, in the past parents took much keen interest in the proper behaviour of their children at school. UNESCO (2002) adds that African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people. Garegae (2007) observes that gone are the days when a black African child showed respect and honour to elderly people regardless of whether they were related or

not. Good mannered teenagers in an African setting are indeed history. There is need for a change in attitude towards indiscipline in schools. Therefore, parents and teachers are expected to discipline their children and learners respectively.

Good order is essential in a school if children are to realize their learning potential. According to MoE (1996), education is a right for each individual. It is also a means for enhancing the well being and quality of life for the entire society. The role of the government in education is to protect the rights of individuals, promote social well being and achieve a good quality of life for every person through an all embracing socio-economic development. Furthermore, the government must seek to create, promote and support the conditions within which education can realize its potential in society.

Indiscipline in our educational institutions is really worrisome. A case in point is the recent revelation by the multi-disciplinary team from Ministry of Education, that eighteen pupils were impregnated at Limulunga High School in Mongu District last year (Post Newspaper, April 14, 2012). Similarly, in February this year, seven teachers were sacked for being involved in sexual relationships with pupils and in a related incident, a teacher at Kitwe's Resource Community School for orphans and vulnerable children was suspended for facilitating sex between his friend, who is 30 years old, and a 14 year old Grade 7 pupil (Daily Mail, April 14, 2013).

Another important revelation is that of a Grade 11 pupil of Chikola High School in Chingola. This boy threatened to kill a teacher at the school (Post Newspaper, October 04, 2012). The unruly boy made those threats because he did not want to be punished over his misbehavior. Bedding (2006) in her study identified discipline problems such as truancy, vandalism, insults, stealing, drinking, smoking, having pornographic materials, drug abuse, improper dress, love affairs, absenteeism and dodging classes.

Wakuñuma (2008) observes that some form of violence go unnoticed, for example, bullying which is considered as a socialization issue by pupils. School authorities do not feel immediately compelled to deal with it until the situation gets out of hand and becomes disruptive to school undertakings.

Ezewu (1994) notes that research and personal experiences have shown that children feel most secure and grow up with least difficulty when the relationship between their parents is cordial. If the relationship is not good, the bad values of the family may be transferred to the school setting by the children. It is in this vein that remedial action needs to be taken when a child is at an impressionable stage rather than when his or her attitudes have hardened against authority (Reid, 1984).

1.2 Statement of the problem

There has been an imbalance in research into the problem of indiscipline in Zambian schools. The few studies that have been conducted in this area (Shana, 1973; Simate, 1993; Banja, 2002 and Bedding, 2006) have mainly focused on indiscipline among pupils at secondary school level. Very little is known about indiscipline in primary schools in general. Yet, there are many primary schools in typical rural provinces whose reasons for indiscipline could be distinct from those of secondary schools which are mainly urban or semi-urban located. It is for this reason that this study was undertaken.

1.3 Purpose of the study

The purpose of this study was to investigate the nature of indiscipline among pupils in selected primary schools in Mongu District, as well as to determine whether there was a relationship between home environment and indiscipline among pupils.

1.4 Objectives

The following objectives guided the study:

1. To investigate the nature of indiscipline among pupils in selected primary schools in Mongu District.
2. To establish factors that contribute to indiscipline among pupils.
3. To determine whether pupils' indiscipline is influenced by home environment.

1.5 Research questions

The following research questions guided the study:

1. What is the nature of indiscipline among pupils in selected primary schools in Mongu District?
2. What are the factors that contribute to indiscipline among pupils?
3. Does home environment have influence on pupils' indiscipline?

1.6 Significance of the study

This study is significant in that its findings may help policy markers, school administrators and teachers when dealing with matters of indiscipline. The study is also important in that its findings may result in measures being taken that will help reduce the levels of indiscipline in schools. It is also hoped that the study will contribute to knowledge in the area of indiscipline in educational institutions, in particular at primary school level.

1.7 Delimitation of the study

The study was delimited to four primary schools in Mongu District of the Western Province.

1.8 Limitation of the study

Although it would have been useful to include more schools to attain a broader understanding of the relationship between home environment and indiscipline in primary schools in Zambia, it was not possible to do so in this study due to inadequate resources and insufficient time. The study's limitation to four primary schools implies that its findings may not be generalised to all schools in the country.

1.9 Operational definitions of terms

Home environment: refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. In this study, home environment shall be operationalised as parental occupation, parental level of education, family size and availability of food at home.

Primary school: refers to a school with grades one to seven

Deviant behaviour: behaviour that does not conform to institutional rules, norms or regulations.

Discipline in school: functioning of a school according to what the school authorities consider as the rules of proper conduct and orderly action.

Disruptive behaviour: this is any utterance or non-verbal action of a pupil which interferes with the intended learning objectives in a classroom at a specified time of instruction.

Violence: refers to behaviour that is intended to hurt someone, for example bullying.

Urban area: an area with improved infrastructure and high level of economic activity. The area is characterized by many people having access to electricity, health facilities, education facilities, housing, safe water and good sanitation.

Rural area: a remote and underdeveloped area where the main economic activity is farming.

Pupil: a person who is being taught in a school.

Student: a person who is studying at a college or university.

Indiscipline behaviour: behaviour that violates important group norms and is perceived as a threat to the well being of the group, for example, absenteeism, fighting, beer drinking, vandalism and petty theft.

Relationship: the state of being related or interrelated.

1.10 Theoretical framework

This study was guided by the Social Learning Theory propounded by Bandura (1977). The theory posits that people learn from one another, via observation, imitation and modeling. The focus of this theory is observable behaviour acquired, maintained, modified and gotten rid of through the contingencies that underlie the social environment.

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The theory assumes that behaviour of children comes as a result of children observing the people around them behaving in various ways. For instance, in society people are surrounded by many models, such as parents, guardians and friends. These models provide examples of masculine and feminine behaviour.

Significant in this relationship between the child and the person modeling its behaviour is that behaviour displayed by parents and other close relatives is likely to be replicated in the child. In short, the amount of experience and exposure with which the behaviour is modeled may affect the likelihood to which the behaviour may be replicated. The interaction, therefore, among moral behaviour, moral cognition and environmental factors plays a role in moral functioning (Bandura, 1986). Such kind of interaction guided this study.

Another theory which guided the study was the humanistic theory of hierarchy of needs propounded by Maslow (1962). The theory posits that each person has a hierarchy of needs that must be satisfied, ranging from physiological requirement to love, esteem and finally self actualization. Therefore, for the school to maintain discipline, certain basic requirements such as food and shelter need to be provided to the pupils. 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. It is the needs that motivate the pupils to behave accordingly so that they achieve their desired ambitions. Such kind of needs that influence an individual's behaviour guided this study as well.

CHAPTER TWO
LITERATURE REVIEW

2.0 Overview

This chapter looks at the relevant literature on the relationship between home environment and indiscipline in schools. It mainly covers the nature of indiscipline and factors that contribute to indiscipline among pupils.

2.1 Importance of discipline

The importance of discipline in any society cannot be over-emphasized. It enhances orderliness and effectiveness in the school (Kelly, 1999). Salifu and Agbenyega (2012) agree with Kelly that discipline is important because it sets a congenial atmosphere needed for teaching and learning. Similarly, Rossouw (2003) observes that a lack of learners' discipline may seriously hamper the teaching and learning process, and if disruptive behaviour prevails, education cannot be successful. Discipline goes far beyond attending school regularly or passing examination. It encompasses training of the mind and character of a person which results in self-control and a habit of obedience. In short, discipline may be defined as, "training that corrects, moulds, or perfects the mental faculties or moral character." (Hornby and Wehmeier, 2000). Therefore, what people should understand is that knowledge without discipline is useless; it is only knowledge alongside discipline that one can use to get anything noble in life.

On the other hand, indiscipline in this study is conceptualized as behaviour from a pupil or teacher that breaches rules and regulations and undermines school effectiveness (Kochhar, 2001). In view of the above, Salifu and Agbenyega (2012) found that school indiscipline reduces teaching contact hours as more time is devoted to managing misbehaviour rather than on teaching. In this regard, Cotton (1990) observes that American classrooms were frequently plagued by misbehaviour which disrupted the flow of classroom activities and interfered with learning. Ezewu (1994) states that experience and research have shown that irrespective of very strict school regulations that are designed to prevent pupils from committing offences such as stealing, dishonesty,

truancy, assault and drug abuses. These disciplinary problems are on the increase in developing countries in Africa. This seems to indicate that the external pressures that are expected to make individuals conform to norms of society are not always effective.

2.2 Nature of indiscipline

Miller et al (2009) report 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. However, there was a geographical difference in reports of disruptive behaviour with the United States of America (USA), England, Scotland and Italy reporting higher rates than Japan and the Russian Federation.

Data from TIMSS 2007 obtained by the Organisation for Economic Co-operation and Development (OECD, 2009) indicates the frequency of certain pupil misbehaviour amongst the eighth-graders in England, Italy, Japan, Russia, Scotland and USA. Problem behaviours 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 (Miller et al, 2009). In all but one of the countries, according to Miller et al's (2009) analysis, classroom disturbance was the most frequently occurring problem behaviour reported by principals of eighth-graders.

Tan and Yuarshan (1998) conducted a study in which they wanted to find out the views of the teachers on the state of discipline in selected schools in Singapore. To get a picture of types of indiscipline occurring in schools, the teachers were asked to respond to a given list of 20 behavioural problems and indicate on a four-point scale how often they had encountered these problems. Teachers were asked to identify other types of behavioural problems they had encountered that were not listed in the questionnaire. It was revealed that the most common problems were telling lies, lateness for class, disruptive behaviour in class, vandalism, using abusive language, truancy, theft and bullying. Other indiscipline problems included failure to do homework, deviance towards teachers, inappropriate attire/appearance and negative attitude towards study.

Indiscipline in selected schools in Singapore was similar to those in western countries, but less serious, especially when it comes to physical violence (Tan and Yuanshan, 1998). The National Centre for Educational Statistics (NCES, 2006) reveals that in 2006, 36 percent of grades 9 to 12 students in USA reported that they had been in a physical fight. The report adds that four percent of inner city teachers and three percent of suburban and rural school teachers were physically attacked by students.

The Annual Gallup Poll of Community Attitudes towards the Public Schools in the USA has consistently found indiscipline to be a major concern, involving drugs, smoking, teenage pregnancy, fighting and gangs (Gallup, 1998). According to Taylor (2011), one of the most recent findings from the Phil Delta Kappa/Gallup Poll indicates that indiscipline was still one of the greatest challenges facing public school teachers in the USA. School and classroom discipline were the major concern for teachers, parents and communities. For the past 40 years, the Gallup Poll Organisation has asked Americans, in open-ended questions to describe the biggest problem facing public schools in their communities. Consistently, lack of discipline and control of students have ranked number one or two.(http://jae.adventist.org). Hyman (1997) enlisted punishable misbehaviour identified by Purvis while working in the southern states such as Louisiana and Mississippi, as being gambling, tardiness and those identified by the Annual Gallup Poll.

The situation in Jamaica was very much similar to that in the USA. Policy makers, administrators, teachers, parents and the public at large had been struggling to find a solution to the problems of indiscipline in schools. Stabbings, killings and assaults were features of life in many school communities (The Gleaner, January 25, 2009). There were no easy solutions to these problems, but the option of not searching for solutions should not be the answer.

Rahul (2011) notes that indiscipline among students was on the increase. He observes that 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 practised violence at any pretext. The latter was exemplified by what happened in England in November 2003, when a 14 year old Luke Walmsley was stabbed through

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the chest by a 15 year old boy at his Lincoln school (Woolfolk, Hughes and Walkup, 2008).

In Trinidad and Tobago, a study on violence in schools that was conducted by Deosam (2007) revealed that incidences of indiscipline were present in schools. In a sample of 2760 students from 20 primary schools; 75 percent of the students used obscene language, 45 percent spread rumours, 30 percent missed classes, 20 percent willfully damaged or vandalized school property and 10 percent stole somebody else' s property. Furthermore, 16 percent were involved in gang misbehaviour, 55 percent did not do homework, seven percent smoked cigarettes, 20 percent drank alcohol, 3 percent used illegal drugs and 22 percent were in fights with others (MOE, 2007)

According to a study on discipline problems among students in Johor, Bahru that was published in the "European Journal of Social Sciences", indiscipline in schools was ranked as a major problem among students of primary and secondary schools in Malaysia (Azizi, 2009). 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.

In South Africa, researches show that cases of learner indiscipline were on the increase in South African schools and in some cases learners were alleged to have murdered others in the school premises (Harber, 2001; Zulu, Urbani, Van der Merwe and Van der Walt, 2004). A lot of such indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments. In their study, Zulu et al (2004) report cases of indiscipline in schools in KwaMashu in Northern Durban. In a similar vein, Aziza (2001) reports a sharp rise in cases of pupils suspended and expelled from Western Cape schools. Reasons that have led to suspensions and expulsions include physical and verbal confrontations, theft, substance abuse and watching pornography (Aziza, 2001).

Smit (2010) conducted a study that focused on the role of school discipline in combating violence in schools in East London, South Africa, which also revealed that a culture of violence exist in the schools. Learners' perception on safety and discipline indicated that

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bullying was the most frequently committed offence. Other forms of misconduct noted were incidents of theft, vandalism, burglary, verbal abuse and assault with weapons.

A study conducted at University of Winneba (2012) about the disciplinary measures adopted by teachers to control pupils' misbehaviour in the selected primary schools in Ghana revealed various kinds of disciplinary problems. Among the responses given by teachers at two schools were noise making, lateness for classes, fighting, dodging classes, insulting, vandalism and disrespecting teachers and visitors.

In Kenya, Simatwa (2012) conducted a study that focused on the management of pupil discipline. The result of the study revealed that infractions experienced among pupils include noise making and lateness for classes as minor infractions. Most of the major infractions namely; indecency, drug sale and abuse, rioting and possession of inflammable substances were experienced less frequently, but their effects are quite devastating as they resulted in loss of lives, valuable time and property.

In another study by Nyaga (2003) on indiscipline among primary school pupils in Nakuru, Kenya, it was discovered that management of children in primary schools was extremely complex. Pupils were young and unable to give acceptable reasons for their behaviour, hence becoming victims of indiscipline. The most common behavioural problems noted in the study were poor concentration in class, truancy, fighting, abusive conduct, shouting, wandering about, bullying, snatching other pupils' property and vandalism.

According to Matsoga (2003) violence and misbehaviour exists in Botswana schools. This lack of discipline, which interferes with the teaching and learning process manifests itself in various ways including bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness to do homework. He further observes that vandalising school property was rampant and had influenced the government to introduce school fees in order to mend things that were broken such as window panes, furniture and walls.

Theft was also noted as a common offence. For instance, in 2003 students in one school broke into a biology laboratory to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight.

The school is a microcosm of the society where high discipline is expected to be observed and maintained among its members, especially the pupils or students. Kilimci (2009) notes that schools are meant to be one of the safety places where students fulfill their educational practices. There has been a high prevalence of indiscipline among learners at all levels of the Nigerian educational system. The most common students' behaviour problems include coming to school late, not doing assigned work, disrespecting teachers, skipping classes, stealing and vandalizing school property (Manguvo et al 2011). Krajewski et al (1998) report that not completing assignments, cheating, attacks on teachers, stealing through force, carrying weapons and sexual activity were the discipline problems among secondary school students.

Another study was conducted by Ifeoma (2012) in Nigerian secondary schools with the purpose of finding out the common types of indiscipline, its causes and possible solutions. The study employed a descriptive survey research design. A sample of 205 principals, 310 teachers and 420 students was drawn from 60 secondary schools in three states. The result of the study revealed that the common types of indiscipline in Nigerian secondary schools included vandalism of school property, mass protests, fighting and wearing dirty and wrong clothing contrary to the official school uniforms. Other cases in the study included assaulting and insulting teachers and non-teachers, chewing gums in class and alcohol/drug abuse. These findings corroborate those of Nwana (1971) who reported similar disciplinary problems some 40 years ago.

At the local level, a study by 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, that is, teachers, parents and communities remain ignorant about their prevalence.

Simate (1993) conducted a study that focused on the relationship between home background and indiscipline among pupils in Zambian schools. It was found that forms of indiscipline include vandalism, strikes, bullying, smoking, drug abuse, aggressiveness, drunkenness, stealing and many other vices. Informants in the study were drawn from five day secondary schools in Lusaka. Similar vices of indiscipline in schools were revealed in a study that was conducted by Bedding (2006). The nature of indiscipline in

all the four schools visited include truancy, vandalism, insults, stealing, drinking, smoking, having pornographic materials, drug abuse, improper dress, love affairs, absenteeism and dodging classes. Therefore, going by the revelation of the aforementioned studies, both globally and locally, indiscipline among pupils needs serious interventions. Administrators, teachers, parents and religious leaders must have a plan to fight indiscipline in schools.

2.3 Factors contributing to pupils' indiscipline in schools

The causes of indiscipline in schools tend to be complex, and often, they cannot be attributed to a single factor such as poor parental care, peer influence, class size and electronic media. Many factors may be involved. Therefore, in order to deal with this problem effectively, it is essential to have a clear understanding of the underlying reasons behind the problem. Teachers are more effective when they have some idea as to the factors which contribute to indiscipline. Fields and Fields (2006) argue that no amount of respect, teaching, or choice will make discipline effective unless the approach deals with the reasons why the behaviuor occurred.

Ballantine and Hammack (2009) note that when children walk into the school building they bring with them ambitions, motivation, pressure, expectations, physical and mental strengths or weakness, and sometimes abuse, insecurities, stress and other problems. Therefore, knowledge of the social and family context that students bring into school is essential for teachers dealing with students.

European research studies identified three risk factors that can often lead to indiscipline and violence occurring in schools. These are external and internal issues relating to schools, that is, demographic composition of the school; class size, staff cohesion, teaching materials and class boundaries within schools. The second factor is social demographic characteristics of pupils and teachers. The third factor is psychological health of the pupils and staff (Wright and Keetley, 2003). Edwards (2004) notes that even though teachers can often be blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, the home and the society cannot be overlooked.

Similarly, in the study conducted by Appiah (2007) entitled, "Teachers' and Students' Perceptions of Discipline in Oda Secondary School of Cape Coast", it was found that the behaviour of the child at any moment is the result of biological and environmental factors. It was evident from the results that indiscipline in school, especially from students is attributed to both out- of-school and in-school causes. Appiah (2007) further observes that since schools existed as societal institutions, they were bound to be influenced by whatever transpired outside them.

A study carried out by Lochan (2010) on students' perceptions of indiscipline in three primary schools of Central Trinidad revealed that there were many factors that contributed to pupils' indiscipline. These include home environment, community influence, media influence, peer group influence, school environment and negative role models. The study further revealed that the bad behaviour such as fighting, insulting, smoking, beer drinking and other vices in their communities were the breeding grounds for indiscipline. In view of this, Ezewu (1994) observes 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.

In New Zealand, Baleinakorodawa (2009) investigated the causes of truancy for Pasifika students in alternative education. Using a qualitative approach, data was collected using questionnaires and three focus group interviews. The findings from this study indicated that a number of factors attributed to this. The behaviour of teachers and the school environment were found to affect the Pasifika students' approach to learning. Some students had negative views of their own ability and lacked perseverance. Other students believed that a lack of parental or family support impacted negatively on their attendance.

A study conducted by Ifeoma (2012) entitled, "Indiscipline in Nigerian Secondary Schools", revealed that the society based causes of indiscipline were parental over-protection of children, poor value system and injustice in the society, unwholesome mass media and unsatisfactory home condition. The poor value system in Nigerian society which no longer honour hard work and meritorious services were responsible for the breakdown of law and order in schools. Unsatisfactory home condition breeds in

children, a feeling of insecurity and frustration which contributes to formation of deviant behaviour which they manifest at school.

Nthebe (2006) in his study on learners' discipline among pupils in secondary schools in South African schools found that society and more precise the community is the source of out-of school discipline problem. Curwin and Mendler (1999) highlight the fact that society resolves the problems through shootings, knifings, fist fights, exortion, threats and injury as reflected in media reports and as such, children are constantly exposed to violence and have become insensitive to it. Byron and Rozemeijer (2001) indicate in this regard that children learn by imitating adults, and young people are thus exposed to behaviour that is a role model of brutal behaviour on the parts of adults. It can be asserted on this basis that societal fascination with violence translates into violence and indiscipline of learners at the school.

A study carried out by Chimombo et al (2000) entitled, "Classrooms, Schools and Home factors that Negatively affect Girl Children in Malawi", found that girls attending school were affected by interplay of factors. It was stated that whether schooling was free or situated in the village, the major challenge was how to overcome the traditional gender division of labour existent in our societies. The girls' roles as defined by the *mwambo* were to fetch water, cook for their families and to collect firewood.

The school based causes of indiscipline are teachers' lateness, absenteeism in class, overcrowded classrooms, unconducive school environment and poor leadership by school administrators (Ifeoma, 2012). Overcrowded classrooms have a huge effect upon the behaviour and achievement of the learners. According to Savage (1999), the density of the individual space is an important factor of the physical environment which influences behaviour. Asiya (2005) asserts that unconducive school environment characterized by an acute shortage of facilities for teaching games and sports engendered unrest and crippled academic activities.

Similarly, Nthebe (2006) notes that these are disciplinary problems that occur within the school. Charles (2002) points out that the causes that originate from school environment are many. These include: physical discomfort, which happens when learners are made

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restless by inappropriate physical conditions, lack of motivation, which happens when learners are not interested in what they are to learn and therefore make little effort. This is supported by evidence that unhealthy school climate not only contributes to academic failure, lack of school attachment and school dropout incidences but to aggressive students' violent behaviour (Edwards, 2001; Loeber and Farrington, 2000; Reinke and Herman, 2002).

Banja (2002) in his study on indiscipline in four selected government high schools in Kitwe concludes that there was considerable evidence from the data that teachers' behaviour as well as administrative practices and operational procedures contributed to pupils' indiscipline while he also accepts that the influence of home environment on pupils' behaviour cannot be disputed.

Hunter (1990) notes that for educators to manage their classes effectively and to exercise discipline over pupils, they must themselves be disciplined. Their good conduct as disciplinarians is most potent force in character formation of learners. He further states that pupils learn a great deal by watching adults. Badenhorst and Scheeper (1995) hold the opinion that a role model generally lives in such a manner that his or her way is worthy of imitating in both lifestyles and value system. In other words, lack of positive role models in some schools causes pupils' indiscipline.

Rossow (2003) in his study on learner discipline in South African public schools, found that one of the factors that contributed to indiscipline among pupils in public schools was overemphasis on human rights by many stakeholders. It was mentioned that since human rights became a global issue, the situation had changed in South African public schools. The study further indicated that many pupils were very much aware of their rights but showed little responsibility to meet their obligations.

According to Weller (1999), disruptive behaviour and anti-social behaviour in schools is also fuelled by media coverage. In agreement with this finding Yarduma and Abulhamid (2007) state that the dynamic explosion of the mass media system through magazines and computers have contributed to the inculcation of deviant practices among most students

in Niger State. The finding is also in line with Danso (2010) who noted that some programmes which pupils watch on television promote violence.

A study conducted by Azizi (2009) on students and teachers perceptions on discipline problems among secondary schools in Johor Bahru, Malaysia was quite high. It was found that assault, offensive language against teachers, possession of offensive weapons and using illegal drugs were some of the discipline problems. The findings revealed that peer group influence was the dominant determining factor of this problem. Furthermore, the study indicated that some students in Malaysia liked to spend their time with their friends, thus they tended to be influenced by bad things from the outside world.

A study conducted by Mtsweni (2008) on the management of school discipline in the three schools in Nkangala Region of Mpumalanga, South Africa found that substance abuse by pupils contributed to the general lack of discipline in schools. It further states that pupils who use drugs or abuse similar substances are a real threat to both learners and educators because they usually tend to be violent. This perception is supported by Mabelane (2000) who has indicated that drug abuse contributes to lack of discipline in schools and has become a major cause of insecurity in such institutions.

2.4 Home environmental influence

The study carried out by Irish National Teachers' Organisation (INTO) (2000) on school indiscipline in Ireland identified the main causes of discipline problems as:

- Lack of discipline in pupils` homes
- Lack of self- discipline in pupils
- 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
- Lack of parental involvement in matters of discipline
- Too many interruptions
- Lack of in-service training on school discipline behaviour
- Lack of consistency among the teaching staff in relation to discipline
- Lack of pre-service training on school discipline

- Not enough physical space in the school
- Lack of support from school principal

INTO (2000) also indicates that the most frequently recurring cause of indiscipline in primary schools is home related issues. The report further reveals the consistency in the views expressed by respondents, that is, a very large number of children presenting discipline problems do so because of home difficulties. According to INTO (2000), the success of tackling the causes of indiscipline in primary school is to strengthen partnership between home and the school. In view of this, MOE (1996) observes that the virtual monopoly exercised by the government over the provision of education particularly at primary level, had several negative consequences. It greatly restricted parents' rights to choose the type of education they wanted for their children. Furthermore, it fostered the oppressive culture of over-dependency on the state that served to prevent communities from tackling their own problems. Cohen and Manion (1989) also indicate that in a sample of English Comprehensive Schools where teachers were asked to rate ten provided causes of disruptive behaviour, top on the list was unsettled home environment with 49.6%, peer pressure with 35. 5% came second and the use of drug came last.

Curwin and Mendler (1999) posit that the largest single influence on children is the quality of their home life and because throughout the last century society has undergone major shifts in values and traditions, with the extended family being replaced by smaller nuclear units, children are raised in a non-traditional way and many parents have no options for providing a secure family structure. These aspects of family life affect how parents respond to children's misbehaviour. In line with this view, Blake (1991) notes that the number of children in the family affects school experience, especially the years of schooling that a child completes. Parents with smaller families offer children greater advantages, for example, parents instill discipline in pupils at home. The more the children in a family, the more diluted the parents' attention and material resources.

According to Chao and Vanderkooy (1989), access to nutritious food during school hours affects school aged children in two important ways. First, morning or noon meals contribute to both quality and quantity of required intake of energy, protein,

carbohydrates and micronutrients such as iron and calcium. Second, school meals initiatives are generally believed to enhance cognitive functioning of children. The value of school breakfast programme is not limited to improvements in the cognitive functioning of participating children. Research has also linked participation in school breakfast initiatives with reported improvements in the classroom learning environment which includes increased attendance, fewer classroom disruptions and improved classroom behaviour (Paveen, 2007).

Lott (2002) notes that the poor are often characterized as being dishonest, indolent, promiscuous, uninterested in education and personally responsible for their plight. This view is supported by Taylor and Roberts (1995) who conducted their studies among the 51 poor urban Afro-American families in which teenagers were living with their mothers, grandmothers and aunts. The women who had strong kinship networks to rely on tended to be psychologically healthy, and so were their youngsters. The more social support the women received, the greater their self-esteem and acceptance of their children.

This study further revealed that the women with stronger support exercised firmer control and closer monitoring while granting appropriate autonomy and their children were more self-reliant and had fewer behaviour problems.

Feldman et al (1999) observe that parents who live in poor housing or have none, who are worried about their next meal, and who feel a lack of control over their lives are likely to become anxious, depressed and irritable. Their distress may lead them to be less affectionate with, and less supportive of their children, in some cases, even abusive. They may discipline inconsistently and arbitrary with physical punishment and authoritarian commands. They may ignore good behaviour and pay attention only to misbehaviour. Their children may have social, emotional and behaviour problems. The children tend to become depressed themselves, to have trouble getting along with peers, to lack self confidence, and to engage in anti-social acts. This view is supported by McGrew (1970) who observes that children who display aggressive behaviour are mostly found in high density home environment.

Datta (1984) observes that a broken home can be a breeding ground of juvenile delinquency. A study of juvenile delinquency carried out in Lagos, Nigeria in 1968, found a close relationship between the delinquent behaviour and broken home instability. The school demands good conduct at all times and the major goal of the school is learning.

A study conducted by Nyaga (2003) on factors that contribute to pupils' indiscipline in primary schools, in Kenya, found that both external and internal factors contributed to this issue. However, there was a clear indication that poor parenting contributed greatly to the acts of indiscipline among pupils. This seems to be in harmony with Kundu (1989) who observes that a close emotional relationship between parents and the child affects the inculcation of effective emotional relationship.

Rejection and broken homes in form of separation, divorce, desertion and death of parents or denial of advantages of privileges, punishment, threats and poor socio-economic condition also affect the social adjustment and behaviour of the child. This view is supported by Coombs (2000) who points out that home background influences one's life which in turn influences one's behaviour.

Omengala (2002) points out that parental child rearing practices are an important factor of indiscipline and instability in Nigerian schools. Children whose parents reared them with the laissez-faire method hardly imbibe the virtue of obedience and respect for constituted authority. When such children combine their home background experiences with negative peer influence at school, they create their own special society which is governed by their own laws.

In Zambia, Bedding (2006) indicates that one of the major factors that contribute to indiscipline among single parented children is poverty. The study further reveals that both boys and girls gave teachers a lot of problems. The teachers indicated that single parented children gave more problems than double parented children. This view is supported by Feldman et al (1999) who argue that growing up in a household with two parents is an advantage during adolescence, at least in terms of risky behaviour.

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 (Simate, 1993). This study revealed that there was a significant relationship between indiscipline among pupils and home background. However, there was no significant relationship between physical punishment and indiscipline; this was the only variable that had no association.

2.5 Summary

The review of literature has revealed that there are various forms of indiscipline among pupils as well as various factors that cause indiscipline.

This has helped this study to have an insight on the various forms of indiscipline as experienced in different parts of the world, as well as knowing the root causes.

This review started by investigating the nature of indiscipline among pupils. It revealed various forms of indiscipline such as truancy, lateness for class, noise making, stealing, insulting, drug abuse, disrespecting teachers, improper dressing of school uniform and many other anti-social vices.

In addition, factors responsible for indiscipline among pupils were investigated. A range of influences such as peer influence, media influence, classroom management problems, community influence, behaviour of teachers, lack of family support among others were found to be the root causes of indiscipline among pupils. The factors that cause indiscipline in schools as portrayed in this literature review were both externally and internally related. In other words, it was evident from literature that indiscipline in schools was attributed to both out-of school and in-school causes.

The review also revealed that even though there were other factors responsible for indiscipline among pupils in schools, the most frequently recurring cause was home related issues.

CHAPTER THREE
METHODOLOGY

3.0 Overview

This chapter discusses the methodology used in the study. It gives the description of the research design, target population, sample size, sampling procedures, research instruments, data collection procedures and analysis.

3.1 Research design

The study employed a descriptive research design. According to Koul (1984) descriptive research is designed to obtain pertinent and precise information concerning the current status of a phenomenon and where possible draw valid conclusions from facts discovered. The purpose of descriptive research is to describe that which exists as accurately and clearly as possible (White, 2005).

The descriptive survey design was chosen because the study was concerned with beliefs, points of view or attitudes, demographics and practices that were held by pupils, teachers, parents and school administrators towards the relationship between home environment and indiscipline among pupils.

3.2 Target population

Target population can be described 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 (Neuman, 2006). The target population comprised all primary schools in Mongu District, all the pupils, teachers, head teachers and deputy head teachers of the schools in the District as well as all the parents of the pupils in those schools.

3.3 Sample size

According to Bless and Smith (1995), sample is a subset of elements taken from a population which is considered to be representative of the population. The study sample comprised four schools, four head teachers, four deputy head teachers, 16 teachers, 80 pupils and 20 parents. Its total number of respondents was 124 as shown in Table 1.

Table 1 Distribution of the study sample

School	Head teacher	Deputy head teacher	Teachers	Pupils	Parents	Totals
A	1	1	4	20	5	31
B	1	1	4	20	5	31
C	1	1	4	20	5	31
D	1	1	4	20	5	31
Total	**4**	**4**	**16**	**80**	**20**	**124**

3.4 Sampling procedure

Two of the schools that formed the sample of the study were selected on the basis of being the most disciplined; and two on that of being the most indisciplined. Schools A and C were the most disciplined while schools B and D were the most indisciplined. This information was obtained from the District Education Board Secretary (DEBS) for Mongu District. Purposive sampling was used to select head teachers and their deputy head teachers. They were purposively sampled by virtue of their positions which made them more likely to have the necessary information required by the researcher. Newby (2010) defines purposive sampling as a non-random sampling which has a specific purpose aligned to the goals of the investigation.

Parents were randomly selected and only those with pupils going to the sampled schools were involved. Simple random sampling involved selecting five parents for each sampled school. Names of parents (20) whose children were at school A were written on pieces of paper and put in a box. The box was shaken for them to mix. The first five names picked from the box were chosen for the sample of school A. This process was repeated for schools B, C and D. The reason for using a simple random was to avoid being biased towards interviewing people coming from the same residential area.

Teachers were selected using a simple random sampling procedure. Names of Grade Six and Seven teachers were written on pieces of papers and put in a box. The box was shaken for them to mix. The first four names drawn from the box were selected for the sample of school A. This process was repeated for schools B, C and D. Simple random sampling was used as it is unbiased and gives equal opportunity to every member of the population a chance of being picked.

In the case of pupils, stratified random sampling was employed. Class registers were obtained from the class teachers and ten pupils were selected from each grade (strata) using the lottery technique. This method allowed the researcher to select names of each grade by picking lucky subjects from a well shaken container. From each school, a total number of 20 pupils were selected. This sampling method was employed to ensure the spread of the sample to both Grade Six and Seven pupils so as to have wider representation. Stratified random sampling means drawing a number of samples according to the number of persons per stratum (White, 2005).

3.5 Research instruments

Structured questionnaires were used in the collection of data from pupils, teachers and parents. As for the head teachers and their deputy head teachers, interview guides were used in data collection.

3.5.1 Validity

In order to ascertain face validity, the instruments were designed and handed to the supervisor for analysis. Thereafter, they were revised according to the supervisor`s comments. In addition, a content validity was also sought by requesting some lecturers in the field of sociology of education to provide their comments on the relevance and suitability of the items on the instruments. Bell (1999) asserts that validity is the extent to which an instrument measures what it is supposed to meet. Therefore, before the study was conducted, the validity of the instruments to be used was tested. A pilot study was undertaken at Lumbwe and Nasaya primary schools that were not included in the sample. The purpose of this was to assess and validate the instruments to be used in the final

research. Strydom (1998:179) states that a pilot study can be viewed as a "dress rehearsal" for the main investigation.

3.1.2 Reliability

Reliability refers to the level of dependability of the items in the research instrument. Bless and Smith (1995) note that reliability is concerned with the consistency of the research instruments in tapping information from more than one respondent. In this case, the researcher discussed the appropriateness of the questions posed in the questionnaire with the supervisor and some lecturers in the field of sociology of education to determine if the desired information would be gained. The items were tested during a pilot study, and they proved to be reliable.

3.6 Data collection procedure

Data was collected between 19th September and 18th October, in the third term of the school calendar for 2012. The researcher sought permission from the DEBS to gain access to the schools in Mongu District. Permission was granted and the researcher was given a consent form so that issues of resistance in the schools could be avoided. This was followed by the actual visitation by the researcher to the schools.

The first point of call was the head of the school who was given an introductory letter from the DEBS. Thereafter, the researcher was allowed to conduct his research in the four primary schools. All the respondents cooperated and data was collected without any problem.

Semi-structured interview guides were used to gather information from the school administrators on the nature and causes of indiscipline in their schools. The idea was to get the school administrators' perspectives. Structured questionnaires were administered to the teachers, pupils and parents. The use of a questionnaire to pupils was to obtain information from them regarding relationships between home environment and indiscipline in schools, while the use of questionnaires to teachers and parents was to obtain their views on the nature and causes of indiscipline among pupils in schools. The school records such as registers and punishment books were scrutinized to obtain data on occurrences of indiscipline in school.

3.7 Data analysis

Data analysis is the process of systematically searching and arranging the raw data with the aim of increasing one' s understanding of the data (Miles and Huberman, 1994). Both qualitative and quantitative approaches of data analysis were used for the study. Qualitative data collected from open-ended items in the questionnaire and in-depth interviews were analysed by grouping common items as they emerged from respondents' description of their experiences. Quantitative data collected from closed-ended items in the questionnaire was analysed by use of the Statistical Package for the Social Sciences (SPSS) software.

Processing of quantitative data included descriptive analysis involving running of frequencies to show how some variables were distributed in percentages. Statistical tests using chi-square (x^2) were employed to determine the relationship or association between the four independent variables and the dependent variable.

3.8 Ethical consideration

Ethical concerns were taken into consideration in this study. Pseudonyms were used in order to hide the identity of the participants and schools that were selected for the purpose of this study. The researcher used to assure the respondents that any information obtained from them would remain confidential between the two parties. The purpose was to ensure that anonymity and confidentiality were adhered to.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study which aimed at investigating the nature of indiscipline, factors that contribute to pupil indiscipline as well as determining whether there is a relationship between home environment and indiscipline among pupils.

4.1 Findings from the pupils

This section contains the findings derived from the items contained in pupils' questionnaire.

4.1.1 Types of disciplinary problems pupils were frequently punished for

In order to identify the nature of indiscipline among pupils, the researcher asked them the question: "According to you, which offence are pupils frequently punished for?" Their responses were as shown in Table 2.

Table 2: Types of disciplinary problems pupils were frequently punished for

Type of disciplinary problem	School				Total
	A	B	C	D	
Noise making	5	6	10	5	26 (32.5%)
Lateness for class	6	2	6	2	16 (20.0%)
Fighting	3	7	0	7	17 (21.3%)
Dodging class	2	1	2	1	6 (7.5%)
Truancy	2	4	2	5	13 (16.3%)
Vandalism	2	0	0	0	2 (2.5%)
Total	20	20	20	20	80

Table 2 shows that noise making was the biggest problem with 26 (32.5%) responses. It was followed by fighting with 17 (21.3%) responses, lateness for class with 16 (20.0%) responses and truancy with 13 (16.3%) responses. Dodging class with six (7.5%)

responses and vandalism with two (2.5%) responses were the least disciplinary problems.

4.1.2 Whether pupils had been punished in the last two terms

Pupils were further asked to indicate whether or not they had been punished for committing any offence in the past two terms of 2012. Their responses were as shown in Table 3.

Table 3: Pupils' responses on whether or not they had been punished for committing any offence

Type of response	School				Total
	A	B	C	D	
Yes	15	20	8	20	63 (78.8%)
No	5	0	12	0	17 (21.3%)
Total	20	20	20	20	80 (100%)

Table 3 shows that the majority of pupils 63 (78.8%) indicated that they had been punished for committing an offence while 17 (21.3%) of them had not. Further analysis of data shows that out of 63 pupils who were punished, schools B and D comprised 40 (63.0%) of them while schools A and C comprised only 23 (37.0%) of that number.

4.1.3 Type of offence each pupil was punished for

In order to investigate the type of offence that each of the punished pupils committed, the researcher asked them the question: "What kind of offence did you commit?" The findings revealed that, 20 pupils (31.7%) were punished for noise making, 17 pupils (27.0%) were punished for fighting, 12 pupils (19.0%) were punished for lateness for class, nine pupils (14.3%) were punished for truancy, three pupils (4.8%) were punished for dodging class and two pupils (3.2%) were punished for vandalism.

4.1.4 Factors that contribute to indiscipline in schools

Pupils were asked to state the causes of indiscipline to the type of disciplinary problems pupils were frequently punished for. Their responses were as shown in Table 4.

Table 4: Factors that contribute to pupil indiscipline in schools

Cause	School				Total
	A	B	C	D	
Domestic work	7	12	8	6	33 (41.3%)
Oversleeping	3	1	1	1	6 (7.5%)
Peer pressure	7	6	6	11	30 (37.5%)
Absence of teachers from school	1	0	5	0	6 (7.5%)
Ignorance of school rules	2	1	0	2	5 (6.3%)
Total	20	20	20	20	80

Table 4 shows the factors that contribute to pupil indiscipline in the four schools. A total of 33 (41.3%) of the 80 pupils who answered the questionnaire identified domestic work as the main causal factor of indiscipline. It was followed by peer pressure with 30 (37.5%) responses, then oversleeping and absence of teachers from school with six (7.5%) responses each. At the bottom of the list was ignorance of school rules with five (6.3%) responses.

4.1.5 Whether a large family was a causal factor of pupil indiscipline in schools

Pupils were asked to indicate whether or not large families contributed to pupils' indiscipline. Their responses were as shown in Table 5.

Table 5: Pupils' responses to the question of whether a large family was a causal factor of indiscipline.

Type of response	School				Total
	A	B	C	D	
Yes	11	14	14	13	52 (65.0%)
No	9	6	6	7	28 (35.0%)
Total	**20**	**20**	**20**	**20**	**80 (100%)**

Table 5 shows that 52 (65.0%) of the 80 pupils said that large families contributed to pupil indiscipline at school while 28 (35.0%) responded that it did not contribute to

pupils indiscipline. Among the reasons advanced by pupils who felt that large families contributed to pupil indiscipline was that the more children in a family, the more diluted the guardians'/parents' attention to their children and the insufficiency of the provision of material resources to each one of them. However, pupils who felt that large families did not contribute to pupil indiscipline said that large families may get social support from relatives and likely to behave well.

4.1.6 Whether lack of meals at home contributed to pupil indiscipline

Pupils were asked to indicate if lack of meals at home contributed to pupils' indiscipline. Their responses were as shown in Table 6.

Table 6: Pupils' responses as to whether lack of meals at home contributed to pupil indiscipline

Type of response	School				Total
	A	B	C	D	
Yes	15	15	17	11	58(72.5%)
No	5	5	3	9	22(27.5%)
Total	**20**	**20**	**20**	**20**	**80 (100%)**

Table 6 shows that 58 (72.5%) of the 80 pupils said that lack of meals at home contributed to pupil indiscipline at school while 22 (27.5%) responded that it did not contribute to pupils' indiscipline. Among the reasons advanced by pupils who felt that lack of meals contributed to pupils' indiscipline was that pupils coming to school without having eaten anything tend to be inactive and miss lessons quite often. However, those who felt that lack of meals did not contribute to pupils' indiscipline stated that availability of food could not improve pupils' behaviour.

4.1.7 Whether guardians'/parents' lack of employment contributed to pupil indiscipline

Pupils were asked to indicate whether guardians'/parents' lack of employment contributed to pupils' indiscipline. Their responses were as shown in Table 7.

Table 7: Pupils' responses as to whether guardians'/parents' lack of employment is a causal factor of indiscipline

Type of response	School				Total
	A	B	C	D	
Yes	11	14	12	13	50 (62.5%)
No	9	6	8	7	30 (37.5%)
Total	**20**	**20**	**20**	**20**	**80 (100%)**

Table 7 shows that 50 (62.5%) of the 80 pupil respondents agreed that guardians'/parents' lack of employment contributed to pupil indiscipline at school while 30 (37.5%) said that it did not contribute to pupil indiscipline. Among the reasons advanced by pupils who felt that guardians'/parents' lack of employment contributed to pupil indiscipline was that aggressive behaviour tend to be bred from unstimulating home atmosphere of the unemployed, casual workers and part-time employees. However, those who felt that guardians'/parents' lack of employment did not contribute to pupil indiscipline indicated that lack of employment by a person's guardians/parents could not influence someone's behaviour.

4.1.8 Whether guardians'/parents' low educational attainment contributed to pupil indiscipline

Pupils were asked to indicate whether guardians'/parents' low educational attainment contributed to pupils' indiscipline. Their responses were as shown in Table 8.

Table 8: Pupils' responses as to whether or not guardians'/parents' low educational attainment was a causal factor of indiscipline

Type of response	School				Total
	A	B	C	D	
Yes	13	10	16	15	54 (67.5%)
No	7	10	4	5	26 (32.5%)
Total	**20**	**20**	**20**	**20**	**80 (100%)**

Table 8 shows that 54 (67.5%) of the 80 pupil respondents said that guardians'/parents' low educational attainment contributed to pupil indiscipline at school, while 26 (32.5%) said that it did not contribute to pupils' indiscipline. Among the reasons advanced by pupils who felt that low educational attainment of guardians/parents contributed to pupil indiscipline was that children of uneducated parents were more likely to experience negative family and school atmosphere. However, pupils who felt that guardians'/parents' low educational attainment did not contribute to pupil indiscipline said that lack of education had nothing to do with someone's behaviour.

4.2 Findings from the teachers

The findings in this section are based on the answers to questions in the teachers' questionnaire.

4.2.1 Teachers' indications of disciplinary problems in their schools

Teachers were asked to list the disciplinary problems that occurred in their schools among pupils. Their responses were as indicated in Table 9.

Table 9: Teachers' indications of the disciplinary problems in schools

List of disciplinary problems	Frequency
Fighting	3
Truancy	3
Disrespect for teachers	2
Lateness for class	2
Noise making	2
Promiscuous activity	1
Alcohol/drug abuse	1
Insulting	1
No response	1
Total	16

Table 9 contains a list of disciplinary problems teachers experienced in their schools. It shows that fighting and truancy were the biggest problems with three responses each. These were followed by disrespect for teachers, lateness for class and noise making, with

two responses each. The less experienced problems were promiscuity, alcohol/drug abuse, insulting and stealing which had1 response each.

4.2.2 Teachers' suggested factors that contribute to indiscipline among pupils in schools

Teachers were asked to indicate factors that contribute to indiscipline among pupils. Their responses were as shown in Table 10.

Table 10: Teachers' suggested factors that contribute to indiscipline among pupils in schools

Contributory factor	Frequency
Peer Pressure	8
Lack of positive role models	4
Human Rights	3
No response	1
Total	**16**

Table 10 shows peer-pressure as the main factor that contributes to indiscipline in schools. This was indicated by eight respondents. It was followed by lack of positive role models which was indicated by four respondents, and human rights which was indicated by three respondents. One of the teachers did not respond to the question.

4.2.3 Teachers' indications of the reasons for pupil absenteeism in primary schools

Teachers were also asked to say the reasons why pupils missed some of their lessons. Their responses were as shown in Table 11.

Table 11: Teachers' indications of the reasons for pupil absenteeism in primary schools

Reason	Frequency
Unfriendly treatment at home	7
Lack of material support	1
Lack of financial support	3
Family disruption	3
No response	2
Total	**16**

Table 11 shows teachers' views on what makes pupils miss lessons in primary schools. Seven of the respondents gave 'unfriendly treatment at home' as the main reason for pupils' absenteeism from school. This was followed by 'lack of financial support' and 'family disruption' which were stated by three respondents each, and 'lack of material support' which was stated by one teacher. Two teachers gave no response to the question.

4.2.4 The extent of teachers' agreement or otherwise with the view that indiscipline in schools is caused by home environment

Teachers were asked to indicate the extent to which they strongly agreed, agreed, disagreed or strongly disagreed with the view that indiscipline in schools was caused by home environment. Their responses were as shown in Table 12.

Table 12: The extent of teachers' agreement or otherwise with the view that indiscipline in schools is caused by home environmental factors

Type of response	Frequency
Strongly agree	0
Agree	9
Disagree	6
Strongly disagree	1
Total	**16**

Table 12 shows that nine out of the sixteen teachers agreed that indiscipline in schools was caused by home environment while six disagreed and only one strongly disagreed.

4.3 Findings from the guardians/parents

This section contains the findings derived from the items contained in the parents' questionnaire.

4.3.1 Extent of guardians'/parents' agreement or disagreement with the view that pupil indiscipline is caused by home environment

Parents were asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed that indiscipline in schools was caused by home environment. Their responses were as shown in Table 13.

Table 13: Extent of guardians'/parents' agreement or disagreement with the view that indiscipline in schools was caused by home environment

Type of response	Frequency	Percent
Strongly agree	8	40.0
Agree	8	40.0
Disagree	3	15.0
Strongly disagree	1	5.0
Total	**20**	**100.0**

Table 13 shows that eight of the parents strongly agreed that indiscipline in schools was caused by home environment, eight agreed, three disagreed while one strongly disagreed.

4.3.2 Whether guardians/parents agreed or disagreed that children from low income homes posed more disciplinary problems than those from high income homes

Parents were asked whether they agreed or not that children from low income homes posed more disciplinary problems than those from high income homes. Their responses were as indicated in Table 14.

Table14: Parents' responses on whether they agreed or disagreed that children from low income homes posed more disciplinary problems than those from high income homes

Type of response	Frequency	Percent
Agree	14	70.0
Disagree	6	30.0
Total	**20**	**100.0**

Table 14 shows that 14 of the parents agreed that children from low income homes posed more disciplinary problems than those from high income homes while six of them disagreed.

4.3.3 The relationship between home environment and indiscipline among pupils

Presented in Tables 15, 16, 17 and 18 is a cross tabulation of home environment variables (family size, number of meals per day, employment status of pupils' guardians/parents and education level of pupils' guardians/parents) and forms of indiscipline (noise making, fighting, lateness for class, truancy, dodging and vandalism). These were subjected to chi-square tests to establish whether home environment influences pupils' behaviour.

Table 15: The relationship between pupils' family size and self-reported committed offences

Type of offence	Family size ranges		Total
	1 -6 people	more than 6 people	
Noise making	7	13	20
Fighting	7	10	17
Lateness for class	5	7	12
Truancy	4	5	9
Dodging	1	2	3
Vandalism	1	1	2
Total	**25**	**38**	**63**

Table 15 shows that out of 63 pupils who had committed offences at school, 38 pupils were from homes that had more than six people and 25 pupils from families that had one to six people. When the figures in Table 15 were subjected to a chi-square (x^2) test at

0.05 level of significance (Result: x^2 = 1.993, degree of freedom (df) = 1 and p – value (p) = 0.158). This shows that there is no significant relationship between family size and self-reported committed offences. Therefore the relationship is not significant at a probability of 0.05.

Table 16: The relationship between pupils' number of meals per day and self-reported committed offences

Type of offence	Number of meals per day			Total
	Two	Three	More than three	
Noise making	9	11	0	20
Fighting	11	6	0	17
Lateness for class	3	9	0	12
Truancy	2	7	0	9
Dodging	1	1	1	3
Vandalism	1	1	0	2
Total	**27**	**35**	**1**	**63**

Table 16 shows that out of 63 pupils who had committed offences at school, 35 pupils were from homes where they had three meals per day, and 27 pupils were from homes where they had two meals per day while one pupil was from a home where they had more than three meals per day. There was no pupil from a home where they had one meal per day. When the figures in Table 16 were subjected to a chi-square test at 0.05 level of significance (Result: x^2 = 6.128, df = 2 and p = 0.047). This shows that there is a significant relationship between number of meals per day and self-reported committed offences.

Table 17: The relationship between employment status of pupils' guardians/parents and self-reported committed offences

Type of offence	Employment status			Total
	Employee	**Self-employed**	**Casual worker**	
Noise making	4	16	0	20
Fighting	1	15	1	17
Lateness for class	1	9	2	12
Truancy	1	8	0	9
Dodging	1	2	0	3
Vandalism	1	1	0	2
Total	**9**	**51**	**3**	**63**

Table 17 shows that out of 63 pupils who had committed offences at school, 51 pupils were from homes where guardians/parents were self-employed, nine pupils were from homes where guardians/parents were employed and three pupils were from homes where guardians/parents were casual workers. When the figures in Table 17 were subjected to a chi-square test at 0.05 level of significance (Result: x^2 = 6.275, df =2 and p = 0.043). This shows that there is a significant relationship between guardians'/parents' employment status and self-reported committed offences. Therefore, the relationship is significant at a probability of 0.05.

Table 18: The relationship between the education level of pupils' guardians/parents and self-reported committed offences

Type of offence	Level of education			Total
	Primary education	**Secondary education**	**Tertiary education**	
Noise making	6	10	4	20
Fighting	6	10	1	17
Lateness for class	2	8	2	12
Truancy	6	2	1	9
Dodging	1	1	1	3
Vandalism	0	1	1	2
Total	**21**	**32**	**10**	**63**

Table 18 shows that out of 63 pupils who had committed offences at school, 32 pupils were from homes where guardians/ parents had attained secondary education, 21 pupils were from homes where guardians/parents had attained primary education and 10 pupils were from homes where guardians/parents had attained tertiary education. When the figures in Table 18 were subjected to a chi-square test at 0.05 level of significance (Result: x^2 = 5.386, df = 2 and p = 0.068). This shows that there is no significant relationship between guardians'/parents' level of education and self-reported committed offences. Therefore the relationship is not significant at a probability of 0.05.

4.4 Findings from the interviews with the head teachers and their deputy head teachers

4.4.1 Types of disciplinary cases head teachers and deputy head teachers face in schools

When asked what kind of disciplinary cases school administrators faced in their schools, all of them pointed out that pupil indiscipline was common at their schools. One of the school administrator stated:

> At this school, the most common offences that are experienced almost on daily basis are noise making, lateness for class, truancy, fighting, dodging classes, stealing and disrespect for teachers. Cases of bullying, unnecessary use of cell phones in classrooms, assault, drug abuse and vandalism are less frequently.

Another school administrator said:

> Teenage pregnancy at this school is a common feature because of the initial status of the school at the time. It was a community school before it was transformed into a government school. As you may be aware, community schools are often manned by untrained teachers and that when such schools become government institutions, their pupils are found to have cultivated indisciplined behaviours which the new management may find difficult to eradicate.

One important thing that all school administrators revealed was that no matter how most disciplined or indisciplined a school might be labelled, issues of disciplinary problems were a common feature in most schools. One of the school administrators had this to say:

> Pupil indiscipline is a worrisome issue. Forms of indiscipline such as cheating in examinations, improper wearing of school uniform and

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dodging classes which used to be experienced in the so-called 'notorious' schools, are now a reality in our good schools.

4.4.2 Views of head teachers and deputy head teachers on the main causes of pupil indiscipline

Almost all school administrators attributed the causes to many factors. One school administrator explained:

> Among the contributing factors to pupil indiscipline in a school, the blame is on unstimulating home environment, peer pressure, community influence, lack of positive role models, human rights awareness, re-entry policy, drug abuse, media influence and poor classroom management.

Home environmental influence

Regarding home environment, all the school administrators stated that influences from homes and families were the major causes of indiscipline among adolescents. One school administrator said:

> Misbehaviour experienced in our school is mainly a reflection of home environment. Majority of people in this area are illiterates, unemployed and have large families that lack adequate basic needs. These are people who do not have enough time for their children. Hence, they do not receive proper guidance at home.

Another school administrator added that:

> Uneducated or less educated parents tend to have little time to attend to their children's needs because most of their time is spent on small fundraising ventures such as fishing, farming, firewood collection, thus making children prone to all vices especially if they are in a high density residential areas.

He further stated that:

> Where issues of fighting, smoking, beer drinking and insulting are rampant, absenteeism of parents from home seems to be the cause of indiscipline experienced in schools.

Peer pressure

Most of the school administrators stated that peer pressure was one of the causes of indiscipline in schools. One of them said:

Friends often influence one another in doing all sorts of things such as smoking, fighting, proposing girls and bullying. Their activities may have little to do with the academic aspects of the school.

Another school administrator mentioned that fighting may be commenced by pupils who are academically weak as a way of exercising their energies. In school C, the school administrator had this to say:

Young people who take drugs get involved in fighting and commit other delinquent acts in the company of friends. Children tend to seek out friends like themselves.

Influence from the community

Almost all the school administrators pointed out that pupil indiscipline had its roots in the societies where they live. They stated that stealing, promiscuity and other forms of delinquency or misbehavior were effects of social environment. One school administrator explained:

Children of nowadays are very difficult to control because they copy many things (good or bad) from people within their communities. If they have copied bad things and you try to advise them, you will be labelled as being old fashioned.

Another school administrator had this to say:

Pupils coming from shanty compounds are at high risk of being influenced to act irresponsibly because of what normally happens in their communities. Pupils in these communities 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.

Lack of role models

Lack of positive role models was only mentioned by one school administrator who stated that many families lacked role models. That being the case, pupils were not motivated at school, as such they ended-up misbehaving.

Human rights

Almost all the school administrators pointed out that one of the factors that caused indiscipline in schools was the issue of human rights. Parents were failing to control their

children because of human rights awareness. When parents punished their children in the process of correcting their mistakes, they retaliated and acted disrespectfully. In a similar way, teachers were afraid of correcting the pupils through corporal punishment for fear of victimization. Both parents and teachers feared to discipline their children. As a result, some children misbehaved a lot and did all sorts of things like drinking beer, promiscuity and improper wearing of school uniform.

Re-entry policy

Regarding re-entry policy, one school administrator blamed re-entry policy for the existence of promiscuous activities among pupils. She explained that the policy encouraged girls to indulge themselves in sexual activities with boys or men, as their re-entry to school was guaranteed as long as normal maternity leave procedures were followed. She further explained that some of them regarded themselves as "mothers" and were not attending school regularly.

Drug abuse

Most of the school administrators stated that drugs could influence pupils in doing all sorts of bad things, such as insulting innocent people, being rude to teachers and in some cases missing classes. One respondent said:

> Substance abuse not only impairs physical and mental health but also inhibits the functioning of the control centre in the brain. Therefore, under the influence of drugs such as *marijuana*, our pupils may become more prone to violent behaviour.

Media influence

The other factor that school administrators gave was media influence. They stated that electronic media such as television, video and internet brought undue influence on opinions, attitudes and behaviours of pupils. One school administrator stated:

> Pupils are fond of imitating what they watch on television and video. They would often want to put into practice what they see, for instance fighting and indecent dress code. The internet also has an

influence on the pupils' behaviour. As they watch movies which are depicting immoral acts, they as well tend to indulge in vices such as prostitution.

Classroom management problems

Most school administrators indicated that the large number of pupils in some classes posed a challenge to effectively manage those classes. They stated that in certain cases the teacher-pupil ratio was one to seventy; hence some teachers fail to maintain discipline in such classes. One school administrator at school B had this to say:

> Overcrowded classrooms increase violence in this school. Fights, theft and insults are experienced as pupils struggle over the limited space.

Parental involvement

School administrators were asked if parents participated in their children's school affairs. All the school administrators pointed out that some parents cooperated with the school authorities on this issue.

One school administrator had this to say:

> Some parents are cooperative as this is portrayed when they collect school reports, come to school when called and report troublesome pupils to school authorities.

It was also pointed out, however, that other parents do not cooperate with the school authorities. One school administrator had this to say on this issue:

> Failure of some parents to collect their children's school reports during open days and to sign in their homework books are signs of not being concerned with their children's affairs.

School administrators were further asked whether there were ways in which pupils' parents could reduce pupils' indiscipline in schools. All the respondents observed that parents should monitor and advise their children to be responsible persons.

School administrators were further asked how the school authorities helped in mitigating unruly behaviour in their schools. All the school administrators pointed out that guidance

and counseling services in their schools helped in carrying out sensitization programmes on teenage pregnancy, drug and alcohol abuse, fighting, stealing and many other vices. They also stated that parents were called to come to school and advise their children, especially if they had children who were perpetual offenders. As for minor cases, pupils were just punished and advised not to break school rules.

4.5 Summary of the findings

The results of the study revealed that the common forms of indiscipline in the four schools were fighting, disrespect for teachers, lateness for class, truancy and noise making. They also revealed that promiscuity, vandalism, stealing, alcohol/drug abuse, insulting and misuse of cell phones were less common.

As regards the causes of indiscipline, the results of the study showed home related factors to be the major ones. They also portrayed peer pressure, community influence, lack of positive role models, government policies (human rights and re-entry policy), drug abuse, media influence, teacher absenteeism, ignorance of school rules and classroom management problems as other contributory causal factors.

From perceptions of pupils on the "yes" or "no" responses, teachers on the "strongly agree, agree, disagree and strongly disagree" responses, parents on the "agree or disagree" responses and interviews with school administrators, the study has shown that there is a relationship between home environment and pupils' indiscipline. With regard to four home environment variables (family size, number of meals per day, parental employment status and parental level of education) that were subjected to a chi-square test to establish whether home environment influences pupils' behaviour, two of these (number of meals and pupils' parental employment status) have shown that there is a relationship, while the other two (family size and pupils' parental level of education) have not shown a relationship.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

This chapter discusses the findings of the study. The chapter discusses the findings in line with the objectives of the study which sought to investigate the nature of indiscipline among pupils in selected primary schools in Mongu District, as well as to determine whether pupils' indiscipline was influenced by home environment.

5.1 Nature of indiscipline

The investigation of the study on the nature of indiscipline among pupils yielded similar responses from both pupils and teachers. The most common offences reported in the primary schools were truancy, disrespect for teachers, fighting, noise making and lateness for class. Besides, there was a similarity between the identified disciplinary problems that pupils were frequently punished for and the self-reported committed offences. These findings corroborate with those of Tan and Yuarshan (1998) who found that lateness for class, truancy, noise making and other disruptive behaviours were the most common disciplinary problems in Singaporean schools.

From school administrators' interviews, it was also evident that disciplinary problems were similar in all the schools. All the disciplinary problems noted by pupils and teachers were equally mentioned by the school administrators. Other cases noted include improper wearing of school uniforms, stealing, vandalism, bullying and unnecessary use of cell phones in class. The findings agree with those of Bedding (2006), Wakuñuma (2008) and Manguvo et al (2011) in which it was found that the nature of indiscipline included lateness for class, disrespect for teachers, stealing, vandalism, bullying, promiscuity, disturbing others with cell phones, noise making, truancy, fighting, alcohol and drug abuse. These findings were also consistent with those of the Annual Gallup Poll of Community Attitudes toward the Public Schools in the USA (Gallup, 1998) which had consistently found discipline to be a major concern in schools. According to the findings

in this study, it seems that more offences were committed in schools B and D. This was in conformity with information the DEBS' told the researcher.

5.2 Factors contributing to pupils' indiscipline in schools.

As regards the causes of indiscipline, the results of the study showed that the main causes were peer pressure, influence from community, lack of positive role models, human rights, re-entry policy, drug abuse, media influence, classroom management problems and finally home environment which was cited as being the dominant one.

Peer pressure

It was evident from the results that there were differences in views between teachers and school administrators. Teachers gave peer pressure as the dominant causal factor of indiscipline in schools while most school administrators simply acknowledged it as one of the causes of indiscipline but not necessarily the dominant one. The teachers' view was in line with those of Lochan (2010) which indicate that a great percentage of the blame for the pupils' misbehaviour in the three primary schools was on their peers.

Most of the pupils in Lochan's (2010) study explained that whenever they misbehaved it was in reaction to the actions of their friends. While, the school administrators' view was in line with Wright and Keetley (2003)'s study which found that causes of indiscipline among pupils were fuelled by both external and internal issues relating to school.

One school administrator in the current study whose school is located in a deprived area stated that pupils who were academically weak tended to influence their friends into such vices as fighting, smoking and bullying. She further attributed this disruptive behaviour of weak pupils to their inability to cope with the academic tasks they faced.

The peer influence that had been indicated by teachers to be the main cause of indiscipline in schools could be as a result of lack of parental involvement and little

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supervision from teachers. Therefore, the findings illustrate the importance of parents' involvement and effective supervision in the affairs of children.

Influence from the Community

Nthebe (2006) notes that society and more precise the community was the source of externally originated discipline problems. It should be noted that pupils at school B, located in a disadvantaged area and had drawn all its pupils from there. Thus, all the 20 pupils at the school indicated that they had committed an offence. Similar results were found at school D, which had drawn most of its pupils from the nearby shanty compounds. These findings illustrate the negative impact the communities of schools B and D had on the discipline of pupils. Such areas tend to be the breeding grounds for misbehaviour (Lochan, 2010). Pupils in these communities hear people cursing and insulting, see them smoking and fighting, and this is how they learn to do all these vices.

Almost all the school administrators pointed out that pupil indiscipline originated from the communities in which they lived. One of them stated that pupils from high density areas were at high risk of being influenced to act irresponsibly because of what was happening in their communities.

Lack of positive role models

It was evident from the interviews with the school administrators and the findings from teachers that lack of positive role models in many families contributed to pupils' misbehaviour in schools. One school administrator from school D, bemoaned lack of positive role models as perpetuating deviance behaviour such as smoking, fighting, stealing and being disrespectful to teachers. This is true because the absence of positive role models leaves pupils susceptible to bad behaviours taking place around them. They get exposed to wrong influences by what Byron and Rozemeijer (2001) portray as role models of brutal behaviour. And once these bad behaviours are absorbed, pupils manifest them at their schools or learning institutions. This is the more so that they lack motivation to learn as there is no one they aspire to be like.

It also implies that pupils are likely to be influenced either for good or bad, by the models of behaviour portrayed by teachers in classroom and by the models of parents at home. This is in line with Bandura (1977)'s social learning theory which posits that people learn from one another through modeling.

Human rights

Although teachers did not identify human rights as being one of the main contributory factors to pupils' indiscipline in schools, the majority of the school administrators did so. This came out in the interviews that were held with them. It was pointed out that both school administrators and parents found it hard to control their children because of human rights.

It was also stated that when parents wanted to punish their children with a view to correcting their mistakes, the children refused and acted disrespectfully. Teachers too, were said to be afraid of correcting pupils through punishment for fear of victimization. This resulted in some children being more prone to doing wrong things. These findings were in line with Rossouw (2003) study which found that human rights were a contributory factor to pupils' indiscipline in South African schools.

Re-entry policy

The re-entry policy was also found to be a factor contributing to pupils' indiscipline in four sampled schools. It was asserted by the school administrators that the introduction of this policy brought more harm than good in certain situations. For example, one school administrator stated that the policy was found to be abused by the girls. She explained that the policy encouraged girls to indulge themselves in promiscuous activities because they knew that their re-entry to school was guaranteed even if they were to be pregnant.

The findings also revealed that once some girls reported back to school after maternity leave, they did not apply themselves to learning. They seemed to be always absent minded, may be thinking about their babies or thinking about what their friends were thinking about them as mothers whilst in school. These findings agree with those of

Chimombo et al (2000) who found that girls' school attendance is affected by many factors.

Drug abuse

It was evident from the result that although the great majority of pupils do not abuse drugs, a small minority do. This was mentioned among the causal factors of indiscipline by teachers and school administrators. The drugs they referred to was ***marijuana.*** Most school administrators said that ***marijuana*** can influence pupils to misbehave in class and disrespect teachers. As shown in the findings, this was concisely and beautifully put by one of the respondents thus: "Substance abuse not only impairs physical and mental health but also inhibits the functioning of the control centre in the brain."

These findings agree with those of Mtsweni (2008) who found that substance abuse is a contributory factor to pupils' indiscipline. It should be noted that a pupil who is under the influence of alcohol or *marijuana* may be uncontrollable and can do any damage to the school.

Media influence

Among the causal factors of indiscipline discovered by this study is media influence. This was stated by three of the school administrators who went further to mention that television, video and internet impacted negatively on pupils' behaviour. They explained that pupils' exposure to negative values, beliefs and actions through television and internet influenced their behaviour.   These findings agree with Yarduma and Abulhamid's (2007) assertion that deviant practices among pupils in Niger State was caused by the dynamic explosion of the mass media system through magazines and computers.

Classroom management

Overcrowded classrooms are among the causes of indiscipline that have been found by this study. It was stated by school administrators that the large number of pupils in some

classes posed a challenge to teachers and school administrators. This problem was more pronounced at school B, which was initially community owned. Teacher pupil ratio at this school was 1 to 70. Therefore, to instill good behaviour at such a school really required concerted efforts from school administrations, teachers and parents. The findings showed that the overcrowded classrooms were difficult to manage effectively and thereby contributed to children's disruptive behaviour in schools. This agrees with the views of Ifeoma (2012) who stated that one of the school based causes of indiscipline was overcrowded classrooms and unconducive school environment.

5.3 Home environmental influence

Perceptions of pupils on home related factors

The findings from pupils showed that a large family, lack of sufficient meals, lack of employment of pupils' parents and low educational attainment of pupils' parents contributed to indiscipline among pupils.

There should be no question at all on the assertion that the more the children in a family, the more diluted the parents' attention and material support (Blake, 1991). It should also be common knowledge that parents with smaller families offer children greater educational advantages. For instance, parents would find it easy to counsel and support their children if the number of children was small. This could have a motivating effect on a child in comparison with a child from a large family where the parents are always busy trying to find ways of meeting the basic needs of the family. According to the findings of this study, most pupils (65%) felt that a large family contributed to pupils' indiscipline. They gave reasons that a large family was difficult to be supported in terms of food, clothing, school requisites, shelter and even love. When children are faced with so many problems, such pupils are likely to develop negative attitudes towards school. In short, lack of provision of basic needs to the family may lead to pupils' absenteeism. The findings have also demonstrated that there is a relationship between home environment and indiscipline in schools.

Most pupils (72.6%) agreed that lack of meals contributed to pupils' indiscipline. They gave reasons that lack of meals made pupils to be inactive in class, miss lessons and steal. These findings were in agreement with those of Payeen (2007) which linked participation in school breakfast initiatives in the classroom learning environment which included increased attendance, fewer classroom disruptions and improved classroom behaviour.

It is indeed true that most pupils agreed that lack of meals contributed to pupils' indiscipline. It is a well known fact that food is one of the basic requirements needed by the body to function properly.

Guardians'/parents' employment status is one of the determinant factors of pupils' behaviour. About 63% of the pupils felt that lack of employment contributed to pupils' indiscipline. They gave reasons that unfavourable home environment of the unemployed, casual workers and part-time employees were lacking many basic things such as food, proper shelter and financial resources. Most of them felt that it was the unsatisfactory home conditions that stimulated in children a feeling of insecurity and frustration and thus contributing to the formation of deviant behaviour. The findings of this study agree with the remarks of Coombs (2000), which state that home background influences one's life which in turn influences one's behaviour.

Parents' lack of employment coupled with meager wages may have a deleterious effect on the child's health which may result in lowering of his capacity to attend classes. It is factors such as poor food, little sleep and unhygienic domestic conditions that may have a direct negative impact on the child. This explains why there were many pupils who committed offences from schools B and D where the majority of their guardians/parents were self employed.

Guardians'/parents' low educational attainments were found to be a contributing factor to pupils' indiscipline. Most pupils explained that children of uneducated parents were more likely to experience social and financial problems. One of the school administrators stated that uneducated or less educated parents had little time to attend to their children's needs. They are too busy to keep their eyes on them. The end result is that children go out

at will and return home any time they like. The parents do not even bother about the type of friends their children have. Their children become morally loose.

In school, such pupils are likely to have no respect for school rules and school authority. This argument is supported by INTO (2000) research that identified lack of parental involvement in matters of discipline as one of the main causes of discipline problems.

The findings of this study show that failure by some parents to collect their children's school reports during open days displayed lack of commitment towards their children's education. This was more pronounced at school D, where the majority of parents were uneducated or less educated.

Views of teachers, parents and school administrators on the relationship between home environment and indiscipline among pupils

There was overwhelming evidence from teachers, parents and school administrators that the home environment contributed to the development of bad behaviour among most of the pupils. Findings from both parents' and teachers' questionnaires revealed that most of these respondents agreed that indiscipline in schools was caused by home environment.

From the interviews with the school administrators, the results showed that all the eight school administrators stated that the influence of the pupils' home environment was the dominant factor contributing to pupils' attitudes and behaviour.

It was mentioned by one school administrator that guardians/ parents would come to school and insult, beat and shout at any pupil who happens to have beaten their child. This would take place without seeking permission from the relevant authority. These findings were in agreement with INTO (2000) which indicate that the most frequently recurring cause of indiscipline in primary schools was home related issues. The report is consistent with the views expressed by respondents that a very large number of children presenting discipline problems do so because of home difficulties.

5.4 Relationship between home environment and indiscipline among pupils.

In this study, the researcher wanted to know whether there was an association between home environment and indiscipline among pupils. From the results obtained when chi-square tests were done showed a statistically significant relationship between number of meals per day (p = 0.047) and pupils' guardians'/parents' employment status (0.043) and self-reported committed offences. For example, from the findings it was seen that the type of pupils' parental employment status contribute to their conduct since pupils from different parental employment status showed variation in their behaviour. The majority of indisciplined pupils were from self-employed homes. This agrees with the remarks of Coombs (2000) who said that home back ground influences one's life which in turn influences one's behaviour.

The home related factors that were found not to contribute to indiscipline among pupils were pupils' parental level of education and family size. The findings have no support of Curvin and Mendler (1999) who report that the largest single influence on children's behaviour is the quality of their home life.

5.5 Summary of the discussion of the findings

This study has shown that there are various forms of indiscipline among pupils in the primary schools that the researcher visited. There was some evidence that such disciplinary problems as truancy, lateness for class, noise making and fighting were common and most experienced in the schools.

The study has also shown that the causes of pupils' indiscipline in the schools were peer pressure, influence from the community, lack of positive role models, human rights, re-entry policy, drug abuse, media influence, classroom management problems and home related factors which have been cited to be the major cause.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusions and recommendations.

6.1 Conclusions

This study concludes that fighting, disrespect for teachers, lateness for class, truancy, noise making, promiscuity, stealing, vandalism, alcohol/drug abuse, insulting, unnecessary use of cell phones in class and bullying are indiscipline cases in primary schools of Mongu District. In this case, fighting, noise making, lateness for class, truancy and disrespect for teachers are forms of indiscipline that frequently takes place in primary schools of Mongu District.

The study also concludes that peer pressure, community influence, lack of positive role models, the re-entry policy, human rights awareness, drug abuse, the media, ineffective classroom management and home environmental factors are the things that contribute to indiscipline in schools.

Finally, home environmental factors are the main contributors to indiscipline in schools and that there is a considerable relationship between home environment and pupils' behaviour.

6.2 Recommendations

Based on the findings of the study, it is recommend that:

1. Parents should be greatly sensitized on the need to be involved in the educational affairs of their children;

2. Since some indisciplined pupils react rudely to parents and teachers when counselled, school guidance teachers and counsellors should provide tips to parents and other teachers on how to deal with such children;

3. The issue of responsible behaviour should be given emphasis during human rights classes;

4. The re-entry policy should be revisited in order to provide regulations that will deter its beneficiaries from being indifferent to schools' moral code regarding promiscuity;

5. Stiff punishments should be meted on pupils who are drug abusers in order to deter them from involving themselves in that kind of vice and thereby protecting them from its consequences;

6. Economic empowerment measures should be strengthened in order to reduce poverty among people in our communities; as well as its adverse effects upon pupils' learning.

6.3 Recommendation for future research

Recommendation for future research:

A similar study could be conducted using greater sample size, more key informants, more instruments and more enumerators.

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QUESTIONNAIRE FOR PUPILS

Dear Respondent,

The questionnaire given to you is part of a research for Masters Programme in Sociology of Education Section of the Department of Educational Psychology, Sociology and Special Education. The research intends to establish the relationship between home environment and indiscipline among pupils in selected schools in Mongu District. You are kindly requested to answer all the questions in the questionnaire truthfully.

Part (I)

Instructions: To answer the questions, put a tick (√) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Identification Particulars

Sex: 1. Male   (   )   2. Female   (   )

Age:…………………………………

Parental Status

1.   Both parents alive   (   )

2.   Double orphan   (   )

3.   Single orphan   (   )

4.   Self supporting   (   )

1. Where do you stay?

    1. Low density area   ( )

    2. Medium density area   ( )

    3. High density area   ( )

2. Who do you live with?

    1. Parents   ( )

    2. Grandparents   ( )

    3. Other (Specify)………………………………………………………………………

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

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

3. How many people do you stay with in your family house?

    (Specify) …………………………………………………………………………………..

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

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

4. How many children are staying away from home in your family?

    (Specify) …………………………………………………………………………………

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

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

5. If your family has less than six children, what possible explanation would you give to account for the small number?

    1. Some of them died   ( )

    2. My parents (or guardians) are still young   ( )

    3. Family planning to take care of educational and economic matters ( )

    4. Other (Specify)……………………………………………………………..

    ………………………………………………………………………………….

    ………………………………………………………………………………..

6. If your family has more than six children, what possible explanation would you give to account for the large family?

    1.   Lack of family planning   (   )

    2.   Traditional values of having a big family   (   )

    3.   Lack of education   (   )

    4.   Other (Specify)……………………………………………………………..

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

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

7. How many meals do you have per day?

    1.   One meal   (   )

    2.   Two meals   (   )

    3.   Three meals   (   )

    4.   More than three meals   (   )

8. What is your parents' (or guardians') employment status?

    1.   Employee   (   )

    2.   Self employed   (   )

    3.   Casual worker   (   )

9. What level of education did your father (or male guardian) attain?

    1.   Primary education   (   )

    2.   Secondary education   (   )

    3.   Tertiary education   (   )

10. What level of education did your mother (or female guardian) attain?

    1.   Primary education   (   )

    2.   Secondary education   (   )

    3.   Tertiary education   (   )

11. What is your father's (or male guardian's) marital status?

1. Married ( )
2. Single ( )
3. Widowed ( )
4. Divorced ( )
5. Other (Specify)……………………………………………………………..

………………………………………………………………………………

12. What is your mother's (or female guardian's) marital status?

1. Married ( )
2. Single ( )
3. Widowed ( )
4. Divorced ( )
5. Other (Specify)………………………………………………………….

………………………………………………………………………………

13. How often do you get pocket money from your guardians (or parents)?

1. Once a week ( )
2. Once a month ( )
3. Once a term ( )
4. Whenever I need it ( )
5. Not at all ( )

14. What do you consider to be the economic status of your guardians (or parents)?

1. High economic status ( )
2. Middle economic status ( )
3. Low economic status ( )

15. How often do you discuss your problems with your guardians (or parents)?

1. Always ( )
2. Most of the time ( )

3. Once in a long time ( )

4. Never ( )

16. How often do you attend classes?

1. Always ( )

2. Most of the time ( )

3. Once in a long time ( )

4. Never ( )

17. Does family size contribute to pupil's indiscipline at school?

1. Yes ( )

2. No ( )

Please explain …………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

18. Does lack of meals contribute to pupil's indiscipline at schools?

1. Yes ( )

2. No ( )

Please explain …………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

19. Does lack of employment of guardians/parents contribute to pupil's indiscipline at school?

1. Yes ( )

2. No ( )

Please explain …………………………………………………………………………
……………………………………………………………………………………………

20. Does low educational attainment of guardians/parents contribute to pupil's indiscipline at school?

1.   Yes   (   )

2.   No   (   )

Please explain ……………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21. Does family economic status contribute to pupil's indiscipline at school?

1.   Yes   (   )

2.   No   (   )

Please explain …………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

22. What is your opinion concerning discipline at this school?

1.   Very good   (   )   3.   Poor   (   )

2.   Good   (   )   4.   Very poor   (   )

23. Have you ever seen someone being punished at this school?

1.   Yes   (   )

2.   No   (   )

24. According to you, which offence are pupils frequently punished for?

Specify: …………………………………………………………………………………….

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

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

25. What would you consider is the cause of discipline problem of that offence you have mentioned?

Specify: .……………………………………………………………………

………………………………………………………………………………………..

………………………………………………………………………………………..

26. Have you ever been punished for any misbehaviour at your school? (for the past two terms)

1. Yes ( )

2. No ( )

27. If your answer to question 26 is **'yes'**, what kind of offence did you commit?

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

28. What made you commit that offence? …………………………………………………….

………………………………………………………………………………………………

………………………………………………………………………………………………

29. What punishment, if any were you given? ……………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you for your co-operation

QUESTIONNAIRE FOR PUPILS

Part (II)

Instructions: Please rate yourself on the ten disciplinary problem areas as provided to you. Do this by basing your judgment on your personal knowledge and records available in the school.

Put a (√) against the category that best describes your behaviour.

Offence (Disciplinary problem)	Always	Most of the time	Once in a long time	Never
Fighting				
Stealing				
Truancy (or absenteeism)				
Rudeness to teachers				
Vandalism				
Smoking and drug abuse				
Beer drinking				
Promiscuity				
Lateness for class				
Noise making				

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The questionnaire given to you is part of a research for Masters Programme in the Sociology of Education Section of the Department of Educational Psychology, Sociology and Special Education. The research intends to establish the relationship between home environment and indiscipline among pupils in selected schools in Mongu District. You are kindly requested to answer all the questions in the questionnaire truthfully.

Instructions: To answer the questions, put a tick ($\sqrt{}$) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Identification Particulars

Sex: 1 Male (   )   2.   Female   (   )

Age:……………………………

1.   How can you describe the parents' involvement in the education of their children?

    1.   Excellent   (   )
    2.   Good   (   )
    3.   Fair   (   )
    4.   Poor   (   )

2.   Do some pupils miss some of your lessons?

    1. Yes   (   )
    2. No   (   )

3.   If your answer to question 2 is '**yes**', what makes them miss the lessons?

    1.   Unfriendly treatment at home   (   )
    2.   Lack of materials support   (   )
    3.   Lack of financial support   (   )
    4.   Family disruption   (   )
    5.   Other (specify)

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

4.   In your opinion, are there any disciplinary problems at your school?

    1. Yes   (   )
    2. No   (   )

5.   If the answer to question 4 is '**yes**', would you list some of the disciplinary problems that have occurred at your school?

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

6. Do you think all disciplinary problems that occur at your school are due to home environment factors?

    1. Strongly agree   (   )
    2. Agree   (   )
    3. Disagree   (   )
    4. Strongly disagree   (   )

7. What other factors do you think contribute to indiscipline at your school?
    ……………………………………………………………………………..
    ……………………………………………………………………………..
    ……………………………………………………………………………..

8. What measures do you think parents should take in order to stop or reduce their children's involvement in acts of indiscipline at your school?
    ……………………………………………………………………………..
    ……………………………………………………………………………..
    ……………………………………………………………………………..

9. Do you think the community has influences upon pupil indiscipline in schools?

    1.   Yes   (   )
    2.   No   (   )

10. If your answer to question 9 is '**yes**', state the ways in which the community contributes to pupils' indiscipline.
    ……………………………………………………………………………..
    ……………………………………………………………………………..
    ……………………………………………………………………………..

11. Suggest ways in which community influenced pupils' indiscipline may be stopped or reduced?
    ……………………………………………………………………………..
    ……………………………………………………………………………..
    ……………………………………………………………………………..

Thank you for your co-operation.

APPENDIX C

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

The questionnaire given to you is part of a research for Masters Programme in Sociology of Education Section of the Department of Educational Psychology, Sociology and Special Education. The research intends to establish the relationship between home environment and indiscipline among pupils in selected schools in Mongu District. You are kindly requested to answer all the questions in the questionnaire truthfully.

Instructions: To answer the questions, put a (√) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Identification Particulars

Area of residence: 1.   Low density area

                       2.   Medium density area

                       3.   High density area

Sex: 1. Male   (   )   2. Female   (   )

     Age:……………………………………….

1.　　What is your marital status?

　　1.　Married　　　　　　　　　　(　)

　　2.　Single　　　　　　　　　　(　)

　　3.　Widowed　　　　　　　　　(　)

　　4.　Divorced　　　　　　　　　(　)

2.　　What is your employment status?

　　1.　Employee　　　　　　　　　(　)

　　2.　Self-employed　　　　　　　(　)

　　3.　Casual worker　　　　　　　(　)

3.　　What is your level of Education?

　　1.　Primary education level　　　(　)

　　2.　Secondary education level　　(　)

　　3.　College education level　　　(　)

　　4.　University education level　　(　)

4.　　Number of children.

　　1.　One – three　　　　　　　　(　)

　　2.　More than three　　　　　　(　)

5.　　Which of your children gives you a lot of disciplinary problems?

　　1.　Boys　　　　　　　　　　　(　)

　　2.　Girls　　　　　　　　　　　(　)

　　3.　Both　　　　　　　　　　　(　)

6.　　Are there any disciplinary problems among your children which are caused by social economic status of the family?

　　1.　Yes　　　　　　　　　　　(　)

　　2.　No　　　　　　　　　　　　(　)

7.　　If the answer to question 6 is **'yes'**, what are these problems?

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

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

8.   What family social economic experiences result in indiscipline among your children?

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

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

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

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

9.   What measures do you recommend to reduce the indiscipline caused by the social economic status you have mentioned?

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

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

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

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

10.   In your own view, do children from low income homes pause more disciplinary problems than those from high income homes?

      1.   Agree   ( )

      2.   Disagree   ( )

11.   Do you think indiscipline in schools is caused by home environment factor?

      1.   Strongly agree   ( )

      2.   Agree   ( )

      3.   Disagree   ( )

      4.   Strongly disagree   ( )

Thank you for your co-operation.

APPENDIX D

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

1. Are there cases of pupil indiscipline in your school?

2. What kind of disciplinary cases do you face in your school?

3. What in your opinion are the main causes of pupil indiscipline in your school?

4. What other factors do you think contribute to pupil indiscipline in your school besides the major ones you have mentioned?

5. Does home environment have an influence on pupil indiscipline in your school?

6. Do parents of children at your school fully participate in the affairs of their children?

7. Do you think there are ways in which pupils' parents can help reduce pupil indiscipline in schools? If so, what are the ways?

8. How do the school authorities help in mitigating unruly behaviour in your school?

9. Which sex gives you more disciplinary problems? What would you attribute this to?

10. Since you became an administrator of this school, has disciplinary problems increased or decreased? What do you think is the reason for this?

11. Have you ever discussed pupil indiscipline with their parents? How fruitful were the discussions?

12. Is there any other issue you would like to share with me?

Thank you for your co-operation.