MANAGEMENT OF PUPILS' INDISCIPLINE IN SCHOOLS OF KITWE DISTRICT IN POST- CORPORAL PUNISHMENT ERA: FEMALE HEADTEACHERS' PERSPECTIVES

By

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A Dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirements for the award of the Degree of Mater of Education in Educational Management

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DECLARATION

I, Beatrice K Chansa, do hereby declare that this research is my own work and that it has not been submitted for a degree at this or any other university, and that it does not include any published work or material from other authors except where due reference has been made.

Name :………………………………………………….

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Supervisor

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UNIVERSITY APPROVAL

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ABSTRACT

This study explored the perceptions of female school headteachers regarding the management of pupils' indiscipline in schools of Kitwe District in the post- corporal punishment era. The study employed a mixed research design which was supported by both qualitative and quantitative approaches.

This study was guided by three objectives and these were: to identify factors leading to the prevalence of indiscipline among the pupils in schools; to establish how headteachers are managing pupils' indiscipline in schools in post- corporal punishment era, and; to determine the strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools.

The findings of the study established that there were several factors that led to the prevalence of indiscipline among pupils in schools. These challenges were associated with substance abuse, theft, verbal confrontations, physical confrontations, and other behavioral challenges. Also, these challenges were necessitated by both internal and external factors linked to the school environment, parents, government influence, and peer pressure. Also, headteachers were employing a number of strategies in attempting to avert pupils' indiscipline in schools. These included suspension from school, forced transfers, manual works, summoning of parents, and cautioning perpetrators of indiscipline and other possible culprits. However, it was observed that manual punishment was still used in some schools to deal with undisciplined pupils and against the abolishment of corporal punishment. In terms of determining strategies to assist headteachers to effectively deal with challenges of indiscipline, it was stated that there was need empower headteachers with more authority, promoting team work so as to foster strategies like suspension, manual work, cautioning of culprits. The study recommended that there is need for headteachers to avoid strategies that were bordered on promoting corporal punishment, schools should have clear guidelines on how to deal with indiscipline, headteachers should go for training on how to deal with indiscipline, and working with parents and other relevant stakeholders to address some challenges affecting pupils' behaviour was cardinal. Also, there is need to develop clear policies on managing indiscipline in post- corporal punishment era.

DEDICATION

I dedicate this work to my family. They were very supportive during the course of my study.

ACKNOWLEDGEMENT

TABLE OF ABBREVIATIONS

CEO	Chief Executive Officer
DEBS	District Education Board Secretary
EFA	Education for All
GRZ	Government of the Republic of Zambia
IMF	International Monetary Fund
MOE	Ministry of Education
MOGE	Ministry of General Education
MOESVTEE	Ministry of Education, Science, Vocational Training Early Education
OECD	Organization for Economic Cooperation and Development
PTA	Parents Teachers Association
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
ZCEA	Zambia Civic Education Association
ZEPH	Zambia Educational Publishing House

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

This chapter gives the background of the study on the management of pupils' indiscipline in schools of Kitwe District in post- corporal punishment era: female head teachers' perceptive. It begins with the background to the topic under investigation. Then the chapter presents the statement of the problem under investigation, research objectives, rationale of the research, scope of the study, definition of key terms and the organization of the study.

1.1 Background of the Study

Quality education is key to sustainable individual and national development. This can only be attained in a conducive learning environment and which upholds discipline among the pupils and in relation to the school management. Quality education, however, is a concept that is complex and multi- dimensional as well as key in enhancing pupils' academic performance. Considerable consensus exists around the basic dimensions of quality education today. For instance, it is generally agreed that quality education must encompass aspects that include:

> Learners who are healthy and from stable socio-economic background; environments that are conducive, and adequate resources; content that is reflected in relevant curricula and materials for the acquisition of basic skills especially in areas of literacy, numeracy and skills for life; processes through which trained teachers use child-centred teaching approaches, skilful assessment; outcomes that encompass knowledge, skills and attitudes, and are linked to national goal (UNICEF, 2000:3).

From some of the key dimensions of quality alluded to above, it has been shown that a conducive environment for learning and which is largely a product of discipline, is cardinal in order to promote quality education.

Globally, managing pupils' discipline so as to promote quality learning, however, is a challenge in many nations and a matter of great concern. Various schools face challenges related to disruptive and anti-social students' behaviour such as fighting, verbal abuse, bullying, sexual harassment, rule violation and destruction of school property (Osher, Bear, Spague and Doyle, 2010). In the Caribbean states of Trinidad and Tobago, for example, it has been observed that administrators, policy-makers, teachers, parents and the public at large have been struggling to find solutions to the problem of indiscipline in schools (Thompson, 2009). Similarly, in Uganda, cases of indiscipline have been noted countrywide in both faith-based and public schools (Ssekamwa and Lugumba, 2000).

The question of education, also, is both a human right issue and key agenda for many nations across the globe. It has been observed that the goal of achieving universal primary education and other levels of education has been on the global agenda since the Universal Declaration of Human Rights in 1948 (EFA, 2005). Education, therefore, is a basic human right as enshrined in the Universal Declaration of Human Rights of 1948 embraced by the United Nations (Mwenje- Macharia and Kessio, 2015). However, there are concerns related to indiscipline among the pupils and which inhibits efforts to provide quality education and enhance pupils' academic performance. It is widely believed that discipline is required for pupils in order for them to be successful in education (Kilimci, 2009). Therefore, it is believed that different schools have developed various strategies aimed at instilling discipline among the pupils. It is unchallengeable that a school that is safe, supportive and gives an opportunity for pupils to learn and grow is a top concern for everyone in the field of education (Anayo, 2014). Thus, this clearly shows that exploring how headteachers are managing indiscipline among pupils in schools is a topic of greater importance. This is largely because it will help to establish the challenges and opportunities related to managing discipline in schools.

The term indiscipline has been defined differently by various scholars and institutions. This, therefore, makes it difficult to come up with a universally accepted definition. The word is

multi-dimensional in nature as factors which may lead to indiscipline emanate from various aspects of life. In the simplest sense, as Hamalengo (2016) put it, indiscipline is the absence of discipline. Dittimiya (1996) defines indiscipline as an act that does not conform to societal values and norms. This means that there are clearly stipulated norms in a given society which its members are expected. Mishra (2012) contends that every society has set certain norms for people to follow, for everything in this world is governed by a definite set of laws. Therefore, members in a given society are expected to adhere to set regulations. This is the case with the school organization too. Schools are clearly stipulated rules which pupils are expected to follow always as a way of promoting law and order in the operation of the school. Thus, it is unquestionable that indiscipline has the capacity to destabilize the operation of the school and to impact negatively on the educational outcomes of the learning institution.

Schools, globally, face challenges of instilling and maintaining discipline among the learners. To this end, schools have many strategies and policies that are used for stopping and preventing student behaviour problems. According to Bock, Tapscott, and Savner (1998), suspension is one of these options. In defining the term suspension, it has been stated that it "is a disciplinary action that is administered as a consequence of a student's inappropriate behaviour, requires that a student absent him or herself from the classroom or from the school for a specified period of time" (Morrison and Skiba, 2001:174). This, for example, may be because a student is severely disrupting the learning environment or one is a threat to the physical safety of other students. Also, it is important to note that some countries still use corporal punishment to instill discipline among pupils in schools. These are of the view that corporal punishment is the most effective method of instilling and maintaining discipline among the pupils in school. For instance, it has been stated that a survey of teachers' attitudes towards corporal punishment after its ban in schools in South Africa reported a sense of despair among teachers attributed mainly to the disruptive behaviour of pupils and the perception among the teachers that their authority had been taken away (Gladwell, 1999). Arising from this citation, it is clear that the sentiments from the teachers showed that they were not adequately prepared to maintain discipline in schools without corporal punishment. However, in other countries, Zambia inclusive, corporal punishment has been banned in schools. But despite corporal punishment being banned in a number of countries, research has shown that some schools have continued to use it illegally as a method of promoting discipline. For instance, it has been revealed that the use of corporal punishment to manage

discipline continues in primary schools in Kenya despite its ban through a legal notice of the year 2001 (Kimani, Kara and Ogetange, 2012). Therefore, since corporal punishment has been banned in schools, there is need for different schools to develop new strategies of enforcing discipline. Like it has been discussed above, discipline is key in promoting quality education and enhancing learner performance.

Also, commenting on conflicts in relation to indiscipline, it is indisputable that conflicts have always been part and parcel of the human life. It is generally agreed that conflict situations, including those involving pupils breaking the school rules, are inevitable in one's life, in organizations or even between nations (Omisore and Abiodun, 2014). Thus, it can be safely argued that in each and every society people have faced conflicts and from time-immemorial. Conflict-free societies or institutions, therefore, have never existed and never will exist as antagonisms, tensions, aggressions, indiscipline, stereotypes, negative attitudes and the frustrations of perceived conflicting needs will always be present whenever people are made to work and live together (Pace, 1983). In fact, the most unfortunate thing in organizations and society in general is that the term conflict and indiscipline have a strong negative connotation, evoking words such as opposition, anger, aggression, and violence (Zittrain, 2007). However, conflict does not have to be a negative experience always as it also creates opportunities for growth. Therefore, indiscipline cases occur in all schools and if well managed, these gives the culprit an opportunity to grow.

In the case of Zambia today, similarly, the Ministry of General Education recognizes the fact that "education and skills development is a driving force in the development process of the country and brings out the much needed intellectual capital and technological changes which make the economy more competitive and innovative by developing human capital with required competent skills and expertise" (MoESVTEE, 2011:12). Also, in order to attain this, the government acknowledges the need to maintain discipline among the pupils so that they can focus on their studies. It has been argued that school discipline is important because it sets a congenial atmosphere needed for teaching and learning. Further commenting on the importance of discipline, it has been highlighted that:

> In all institutions of learning, discipline is very important because
> it trains individuals to develop responsible behaviour leading to
> self- disciplined person. Discipline exposes students to the art of

self- control, and social chaos can only be avoided if restraints are built into the character of students. Discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later in adult responsibility (Oderi and Odera, 2012:710).

Arising from this citation, therefore, it is very clear that discipline is a very important societal core value at all levels of life. Institutions of learning have no option but to see to it that discipline is upheld. This is not just among the pupils but also the teachers, headteachers, support staffs, and other interested stakeholders in the management of the school. This, too, is a huge task to be accomplished by one player. Therefore, a multi-stakeholder and multi- level approach is important.

Furthermore, despite indiscipline being a challenge, methods perceived to be very effective and practical when it comes to addressing indiscipline such as corporal punishment has been banned in a number of countries around the globe. Commenting on corporal punishment contestations, paradoxes and implications, it has been stated that while in some parts of the world the debate around the place of corporal punishment may now be a tired one, it remains alive and kicking in many schools in the developing world in general (Makhasane and Chikoko, 2016). In Zambia, too, corporal punishment in schools has been banned although there are still instances where it is applied in schools (Mtonga, 2016). According to the Education Act of 2011 (MOE, 2011), on prohibition of corporal punishment or degrading or inhuman treatment, it has been stipulated that, "28(1) (2) A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner. A teacher, employee or other person who contravenes subsection (1) commits an offence and is liable, upon conviction, to a fine not exceeding 1,000 penalty units or to imprisonment for a period not exceeding one year, or to both." Correspondingly, the United Nations Convention on the Rights of the Child (UNCRC) states that "no child shall be subjected to torture or other cruel, inhuman or degrading punishment" (Beyani, 2012). In addition, the African Charter on Rights and

welfare of Children has condemned the application of corporal punishment in school around Africa (Sonesone, 2005).

1.2 Statement of the Problem

It is unquestionable that quality education is key to sustainable individual and national development (Todaro and Smith, 2011). However, the prevalence of indiscipline among pupils inhibits efforts to promote quality education and to enhance pupils' academic performance. Today, pupils' academic performance has been low and stagnant in Zambia. iFor instance, It has been revealed that learning outcomes have also been persistently low in Zambia (World Bank, 2016). Similarly, it has been observed that one of the major challenges that the education system faces is the low quality of education as evidenced by low performance results in the National Assessment Surveys (GRZ, 2017). Indiscipline cannot be ignored as one of the key factors affecting pupils' academic performance. Also, the fact that corporal punishment has been banned in schools has made it very difficult especially for female headteachers, as managers in the provision of education in schools, to enforce discipline (Makhasane and Chikoko, 2016). It has been stated that the abolition of corporal punishment in schools has posed great challenge to headteachers in instilling discipline in school as prior to its abolition, most headteachers and teachers only knew corporal punishment as a strategy of enforcing discipline (Anayo, 2014). Therefore, it is in this context of perceived pupils' indiscipline that this study was undertaken. The study attempted to explore the management of pupils' indiscipline in schools of Kitwe District in post- corporal punishment era: the female headteachers' perspectives.

1.3 Purpose of the Study

Arising from the background of the study and statement of the problem, the purpose of the study was to explore the management of pupils' indiscipline in schools of Kitwe District in post- corporal punishment era: the female headteachers' perspectives.

1.4 Objectives of the Study

Arising from the statement of the problem and purpose of the study, the specific objectives of the study were as follows:

i.   To identify factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District.

ii.   To establish how headteachers are managing pupils' indiscipline in schools in post-corporal punishment era, and;

iii. To determine the strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools.

1.5 Research Questions

Arising from the statement of the problem and objectives of the study, the study had the following research questions:

i.   What are the factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District?

ii.   How are the headteachers managing pupils' indiscipline in schools in post- corporal punishment era?

iii. Are there any strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools?

1.6 Significance of the Study

A lot has been written on the effects of pupils' indiscipline in schools and how it affects quality education, which is key in promoting sustainable individual and national development. (Makhasane and Chikoko, 2016).However, the area of pupils' indiscipline in schools and how headteachers are managing this has been neglected. Therefore, it is hoped that this study will:

i.   Add new knowledge to the body of knowledge pertaining to the management of pupils' indiscipline in schools in the post- corporal punishment era and strategies that female headteachers are employing in schools.

ii.   Provide policy makers as well as educational practitioners with data on management of pupils' indiscipline in schools in Kitwe District and strategies female headteachers are employing in schools.

1.7 Limitation of the Study

The study was limited only to five (05) schools of Kitwe District headed by female headteachers. These were secondary schools. This was largely due to financial constraints as the researcher did not have sponsorship. To this end, therefore, the findings of this study will not be generalized to other parts of the country. Hence there is need for research to be done at national level so as to have a clearer picture of the question of pupils' indiscipline and the strategies that headteachers were employing in schools to avert the situation.

1.8 Operational Definition of Key Terms

According to this study, the meaning of the key terms used in this dissertation is as described below:

Alternative modes of punishment: Refers to cause of action or methods of discipline other than corporal punishment implored with the aim of achieving pupils' discipline in schools in Kitwe District.

Corporal Punishment: This is a severe means of inflicting pain or punishing pupils who do not abide by the stipulated school rules.

Discipline: The adopted definition is that provided by Rosen (1997) which states that discipline is a branch of knowledge –training that develops self- control, character, efficiency and strict control to enforce obedience – or as a treatment that controls and punishes as a system rules.

Headteachers' Perspectives: This means beliefs and practices related to how female headteachers handle indiscipline in schools among pupils as well as their views on what should be done to enhance discipline in schools.

Indiscipline: This is where pupils fail to abide by the stipulated school rules. One engages himself or herself in behaviours which are unacceptable.

Pupils: School going children in Grades between 8 and 12.

Schools: The term means institutions offering secondary education. These run from Grades 8 to 12.

1.9 Theoretical Framework

This research was anchored on Canters Assertive theory (1992). The theory focuses on assertiveness and insistence on desired behaviour by the headteachers and teachers. Canter (2012) maintains that the key to promoting discipline is catching students being "good," recognizing and supporting them when they behave appropriately and on a constant basis letting them know you like what they are doing. Canter discovered that lack of training teachers on discipline techniques is part of the problem why indiscipline is on the rise in schools. This prompted him to study how effectively headteachers and teachers deal with student behaviour. He found that the master teachers were assertive; they taught students how to behave; they established clear rules for the classroom; they communicated those rules to students; and they taught the students how to follow them. They also have mastery of skills in positive reinforcement, and they praise every student at least once a day. He further states that assertive teachers believe in their abilities and rights, they are firm and take charge of their classroom in the best interest of learners. They know how and when to instill good behaviour. Finally, when students choose to break the rules, these teachers used firm and consistent negative consequences – but only as a last resort (Canter, 1979).

According to this theory, Non- assertive teachers are passive, inconsistent, timid and non-directive in classroom and hostile teachers view learners as adversaries and they use abrasive, sarcastic and hostile style when dealing with them (Canter, 1996). The use of hostile techniques such as sarcastic words and threats to students hurt their feelings and cause them to be disrespectful. The Assertive theory protects the rights of both the administrators and the pupils. Therefore, this study is largely influenced by Canters Assertive Theory. It attempted to establish to what extent headteachers were managing discipline in schools in a consistent manner, through the use of effective communication, rewarding good behaviour and imposing negative consequences in a constructive manner and by putting into consideration the rights and interests of the learners too.

1.10 Conceptual Framework

It has been stated that a conceptual framework is a model of presentation where a researcher presents the relationship between independent and dependent variables in the study (Orodho, 2009). Also, it should be noted that this relationship is showed diagrammatically. The conceptual framework, therefore, enhances research as it helps to identify the variable in research and the relationship that exists between different variables. In this study, abolishment of corporal punishment and existence of alternative modes of punishment in schools makes up the independent variables. The dependent variables are good pupil discipline and improved academic performance in schools. Diagrammatically, these are as follows:

Figure 1.1: Conceptual Framework on enhancing discipline in Schools

Abolishment of Corporal Punishment in Schools	→	Application of Alternative modes of punishment in Schools and Legislation	→	Enhanced Pupil' Discipline and Improved Academic Performance in Schools
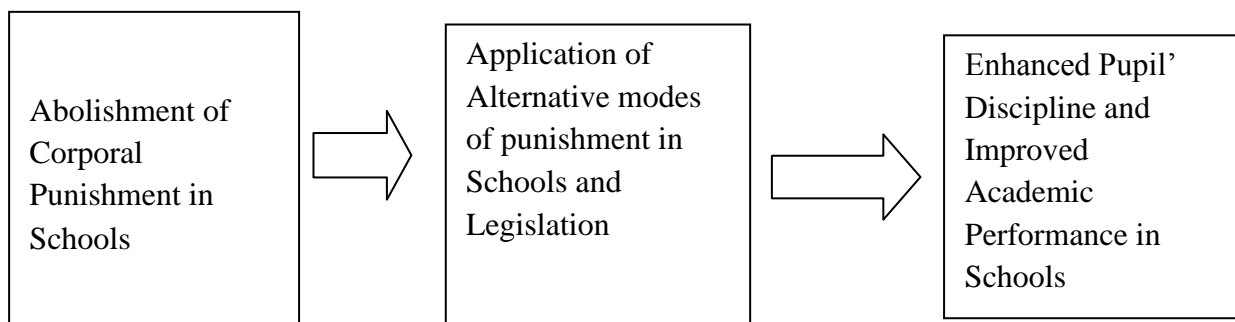
Source: Field Data (2018).

1.11 Organization of the Study

The study is organized in six chapters. These have several headings and sub-heading focusing on the topic under the study. The first chapter starts with the introduction. This focused on the background to the study, statement of the problem, purpose of the study, objectives of the study that are linked to research questions, significance of the study, limitations as well as operational definitions which will be used in the study. It also included the theoretical and conceptual frameworks of the study. The second chapter looked at literature review. This was categorized as global, African, and Zambian perspective. The third chapter looked at the methodology. This included the research design, target population, sample size, sampling

procedures, research instruments, data collection procedures, data analysis and ethical considerations. The fourth chapter presents the findings of the research. These are related to purpose of the study, research objectives and research questions of the study. Chapter five discusses the findings of the study. Thereafter, chapter six has provided the conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights the relevant literatures reviewed, focusing mainly on management of pupils' indiscipline in schools in post- corporal punishment era. This will be contextualized as global, African and Zambian perspectives respectively.

2.1 Global Perspective

Okumbe (1998) and Mbiti (1998) in Mtonga (2016), on defining discipline, states that discipline can be understood as a system of arranging conditions for healthy learning and living. It argues that discipline is the action by management to enforce organizational standards. This means that it is action taken by an adult to help a child to change his or her behaviour. In line with Mbiti (1998) discipline is understood as a system of guiding the individual to make reasonable decisions responsibly. This implies that discipline has to do with responsibility, order and regularity. This study argues that if discipline is observed and properly handled, it would undoubtedly produce students with self- direction, responsibility and concern for others leading to a good learning environment and best performing schools in Zambia.

The study by Kilimci (2009) is relevant to this research. It looked at teachers' perspectives on corporal punishment as a method of discipline in elementary schools in Turkey. The study acknowledges that while the use of discipline is necessary to provide obedience to school rules, the use of corporal punishment to provide discipline might bring more harm than good. This is probably the reason as to why corporal punishment was banned in Zambia. According to the results of this study, the children who were interviewed believed that all administrators and teachers in education area were using corporal punishment as disciplinary measure and therefore they considered it natural to receive such treatment. The recommendations of the study were: there should be collaboration of education faculty teacher training and schools. This will help the classroom teachers to handle instructions in the classroom and cope with behaviours that they believe cause corporal punishment. A student management course would also be helpful for the candidate teachers who might face such problems when they start

teaching. Thus, this study has helped to shape the research by providing background data to the current research.

Freire and Amado (2009) researched on managing and handling indiscipline in schools in Portugal. This was a case study. The work acknowledges that school indiscipline has been over time an issue of concern for educators and we can even state that it has become a huge concern among educators, policy makers and the public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher –student relationship, and vandalism. Concerning the causes of students' indiscipline, the work highlights that among others, there are those related to students' idiosyncrasies, his or her social and family context, external influences and of social, economic, cultural, and generational nature; those related to the personality and professionalism of the teacher; and those associated with school as an organization or the educational system as a whole. The results of this case study concluded that:

i.   There is likely to be a link between a cohesive school ethos and more adequate behaviours and attitudes in pupils;

ii. There is likely to be a link between a proactive and preventive disciplinary environment and less frequent occurrence of undisciplined behaviour;

iii. There is likely to be a link between inconsistent disciplinary action and/ or disciplinary action based on punishment and control and more frequent occurrence of undisciplined behaviour in pupils.

Save the Children Norway (2004) looked at the reasons for corporal punishment in schools. reasons such as unable to do home assignment, fighting in class, stepping at their teacher, delay for class, disagreement with the teacher, bad mouthing a teacher, challenging teacher and breaching school regulations among the other reasons which led to the punishment of pupils in schools. Moreover, this study reported that weak academic achievement, not paying attention during the teaching learning process, bad dressing style of the learners, and poor resource in the school are some of the reasons of punishment for children in schools in various countries around the world.

In Pakistan, Ahmadi and Khanz (2012) carried out a research on the relationship between Parental Socio-economic conditions and students' academic achievements at government schools for boys. Data for this study was collected by means of a structured questionnaire and was presented through tabulation and percentage analysis. The finding of the study showed a significant relationship between Parental Socio-economic conditions and academic achievement of the children in secondary examination. It was, therefore, concluded that the majority of children whose parents have better Socio-economic conditions performed better in Secondary examination as compared to those children whose parents had low socio-economic status. The income level of the family is positively associated with the education attainment of the child. Growing up in a family in which the mother chooses to work appears to have a modest adverse effect on education attainment due to loss of childcare time, though have some other positive effects. The children of a one-parent family or experiencing divorce are negatively related to the level of schooling attained. The number of siblings, religiousness, schooling, and the presence of books at home are found to have large and significant effect on children's performance (Woessmann, 2004).

2.2 African Perspective

Kimani, Kara, and Ogetange (2012) investigated teachers and pupils views on persistent use of corporal punishment in managing discipline in primary schools in Kenya. The work acknowledges that there have been several reported cases of teacher use of corporal punishment in schools since when it was banned in 2001 implying failure of interventions such as guidance and counseling to yield expected results in improving discipline in schools. the findings of the study established that headteachers and teachers and to some extent, the school prefects, continue to use corporal punishment irrespective of the ban. Prevalent among the forms of corporal punishment are canning, slapping, pulling of ears or hair, and making the pupils to kneel down. The study also concludes that teachers are not thoroughly prepared to deal with indiscipline in the absence of corporal punishment. Therefore, the study recommended that government should train headteachers and teachers on alternative strategies to deal with discipline problems other than the use of corporal punishment. There is also need to evaluate guidance and counseling in schools for the purposes of continuous improvement. This study is relevant to the current work in that it enlightens one as a researcher with the prevailing situation related to discipline in schools and what teachers are doing to manage discipline.

Makhasane and Chikoko (2016) looked at corporal punishment in South African schools. They acknowledge that the continued use of corporal punishment in some South African schools and the reasons advanced for it make the subject topical even now, twenty years after the abolition of this practice. The study focused on contestations and paradoxes regarding the use of corporal punishment arising from a qualitative study in two high schools, and the implications thereof for school leadership. Findings of this study showed that on one hand, some community members at the two schools saw corporal punishment as an acceptable, tried and tested disciplinary measure. On the other hand, it was viewed as a form of violence, and a thing of the past. The paper argues that leadership is a missing link in the two schools' apparent failure, and that the stronger and more distributed leadership was, the more likely corporal punishment would be to be eradicated, and other disciplinary means practiced in schools.

Abdullah, Sambo and Musa (2017) discuss the strategies of managing discipline among senior secondary school students in Nigeria. The paper posits that the causes and kinds of disciplinary problems experienced are determinant of disciplinary measures to be taken. On the causes of disciplinary problems, the paper lists parental/ home factor; political, social and economic factors, and; peer group influence as the main reasons. In terms of disciplinary strategies used in secondary schools, the findings of the study established that these include: positive approach from teachers instill discipline in learners; promoting a positive school culture and climate; detention; suspension; expulsion; deprivation of privilege; moral punishment, praise and blame; rewards; and punishment. The study recommended that the parents, school administration, and others staffers of the school should join hands in ensuring that a climate conducive to teaching and learning is prevalent in the schools. School management should approach the problem of discipline with empathy for the possible problems the learners may be experiencing at home or at school that cause poor behaviour. According to this paper, therefore, this necessitates the services of guidance and counseling to be efficient and effective in all schools. As the current work is dealing with both the causes of indiscipline and strategies schools are using to manage indiscipline, the findings which have been provided in this paper will help a lot in the area of comparative analysis between what is prevailing in Nigeria and Zambia. Also, this paper has provided a lot of information and very insightful to the background of the study.

Anayo (2014) studied strategies adopted by teachers in disciplining students in Langata District of Nairobi in Kenya. Findings of the study revealed that teachers employed various strategies in instilling discipline but rated cognitive and supportive strategies as very effective and punitive strategy as moderate. Major challenge faced by teachers in disciplining students after the ban of corporal punishment is students being unaffected and not wanting to change with minor punishments given to them. Therefore, teachers suggested that partnering with all stakeholders and employing professionals in guidance and counseling will be of great help in improving students' discipline. Based on the findings of the study the researcher recommended a whole school community approach where all stakeholders will be involved in students' discipline. Also, the Ministry of Education should provide practical guidelines on students discipline and review children's rights. This study is important to the present study as it touches various areas related to strategies necessary in instilling discipline which is the key focus of the study.

2.3 Zambian Perspective

Mtonga (2016) investigated the abolishment of corporal punishment in Zambia by evaluating alternative modes of discipline in selected government secondary schools in Lusaka. The findings of the study revealed that educators were using dialogue, suspension, counseling, and manual work to instill discipline in pupils. The established challenges were that these modes were time consuming, ineffective in instilling discipline, recorded high non-compliance by parents and pupils, and lack of knowledge by teachers and pupils on alternative modes of punishment. Therefore, the study suggested that the MoGE should prescribe alternative modes as a guide for educators and provide them with knowledge and skills to enhance the administration of discipline, teamwork by parents and teachers and insisting on pupils to adhere to school rules. In light of the findings, the study recommended that schools should have guidance and counseling departments with qualified counselors to help in pupil discipline; and educators to explore better contemporary trends on positive discipline. The relevance of this study to the current one is that it focuses on corporal punishment and alternatives in selected schools. This is one of the areas that the present study will dwell on. Thus, the information in the study will help to build the background to the current study and highlight on some of the emerging trends in comparison to the findings in Kitwe.

The Education Act of 2011 (MOE, 2011) is relevant to this study. It should be noted that Articles starting from 26 to 29 of the Education Act of 2011, looks at the Code of conduct for learners. Article 26 (1), for example, stipulates that:

> An education board or a board of management shall, in consultation with the learners, teachers and parents at the educational institution, adopt a code of conduct for the learners… 26 (3) The head of institution may, in consultation with the board of management at the educational institutional, determine guidelines for consideration by the education board concerned in the adoption of a code of conduct…. (MOE, 2011).

Corporal punishment is prohibited in public and private schools in the Education Act of 2011. This Act states that, "A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause …." (MOE, 2011). In the same vein, Article 15 of the Bill of Rights states that, "a person shall not be subjected to torture, or to inhuman or degrading punishment or other like treatment" (GRZ, 2016). However, corporal punishment is lawful in the home in Zambia (Global Initiative to End All Corporal Punishment of Children, 2017). This, therefore, implies that there is need to end corporal punishment in the home too.

Hamalengo (2016) looked at indiscipline cases among secondary school pupils in both government and mission schools in Lusaka District. The study attempted to identify the management strategies put in place in mitigating indiscipline among pupils. The findings of this study indicated that the nature of pupil indiscipline is in form of absenteeism, fighting, rudeness to teachers, reporting late, truancy, noise making in and outside the classroom, promiscuity, and stealing among others. The study established that the prevalence of pupil indiscipline was due to a number of factors and these included both internal and external factors. While internal factors encompassed those generated within the school, external factors involved indiscipline generated outside the school environment. In order to enhance discipline management, the study established that schools developed several measures such as the use of attendance registers, counseling, penalties, punishments, prefect arrangements, and involvement of parents. About 42% of the teachers sampled held that effective

management of discipline does depend on the number of teachers available, but on quality and consistent application of discipline strategies such as every teacher coming on board, disciplinary committees, school rules, school councils, and parental commitment. While this study focused on both public and faith- based schools, the current study is only looking at headteachers' perspectives.

Sidhu (2011), commenting on the school and community, states that the school and community influence one another in a number of ways. Children when they first come to the school are already socialized individuals and they will remain so throughout their stay in the school. The school home relations are the foundation of the school-community relations. The link of school established with the homes or parents of the students flourishes into a sound school-community relationship. The parent-teacher and school cooperation can bring the two on a common platform which can enable the two to understand each other's limitations and difficulties.

In its National Policy on Education called *Educating Our Future* (1996), the government of Zambia states that the issue of parental involvement assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wider community in which the family lives. This concept emphasizes the attention which the United Nations' Declaration on Human Rights gives to the protection of parents' right to choose the type of education their children will receive. This means that parents and the community have a basic right to participate in education. Additionally, the *National Policy on Education* (1996) document reveals that the priority survey in 1993 showed that only 18 percent of households in Zambia had an income which was sufficient to provide for nutritional and other basic requirements. Then almost three-quarters of the households were extremely poor. Thus, the widespread poverty affected education in several ways. In the same vein, it has been stated that, "many of the poor have little understanding of the extensive benefits of education, seeing it only as a route to wage employment; with very little financial resources, they may not be able to afford the costs arising from the school participation of their children or to buy the necessary stationery and other learning materials" (MOE, 1996:70). In Zambia, the government also appreciates the relevance of education in transforming the country. This can be seen in the goals of the education system as envisioned

in the National Policy on Education called *Educating our Future* (1996). Commenting on the goals of the education system, it has been stated that:

> The Ministry of Education has set for itself the goals of (a) producing a learner capable of: (i)being animated by a personally held set of civic, moral and spiritual values; (ii) developing an analytical, innovative, creative and constructive mind; (iii) appreciating the relationship between scientific thought, action and technology on the one hand, and sustenance of the quality of life on the other; (iv) demonstrating free expression of one's own ideas and exercising tolerance for other people's views….(viii) maintaining and observing discipline and hard work as the cornerstones of personal and national development…. (MOE, 1996).

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the general methodology which was used in the study. This is in relation to the statement of the problem, objectives of the study, and literature reviewed. It presents the research design, target population and sample size. The sampling procedure, research instruments, data collection, analysis and ethical considerations are the other components of the chapter.

3.1 Research Design

The study used a descriptive survey design to assess the management of pupils' indiscipline in schools of Kitwe District: the headteachers perspectives. Descriptive research design is a strategy appropriate for obtaining the exact information concerning the status of a phenomenon. Gall and Meredith (2003) contend that descriptive survey is the most appropriate when the purpose of the study is to provide a detailed description of the phenomenon. It has been argued that this design best provides data that describe the existing problem as it is able to describe the beliefs, attitudes, demographics and practices that are held by pupils, teachers, school administrators and the parents in the management of school indiscipline (Hamalenga, 2016). The study employed both the qualitative and quantitative approaches. Also, the qualitative approach allowed the researcher to get in-depth interviews in one to one interviews. Quantitative approach made the researcher to get data presented using frequencies and pie charts to illustrate and supplement data that was derived from qualitative methods.

3.2 Research population

Population is a set of people or entities to which findings are to be generalized. Fraenkel and Wallen (1993) define research population as the group of interest to the researcher, the to whom the researcher would like to generalize the results of the study. Research population refers to the people who will be the focus in the study. The research population for this study

involved five headteachers from five secondary schools in Kitwe District as well as reports, journals and theses related to the topic under study.

3.3 Sample Size

On sampling, Sidhu (2006) asserts that the investigator selects a particular group or category from the population to constitute the sample to mirror the whole population with reference to the characteristic in question. In the same vein, Fraenkel and Wallen (1993) refer to a sample in a research study as any group from which information is obtained. The sample size in this study was five (05) headteachers from the five (05) secondary schools in Kitwe District which were sampled. It should also be noted that the targeted sample was only made up of female headteachers.

3.4 Sampling Procedure

O'Leary (2010) defines sampling as the process of selecting elements of a population for inclusion in a research study. Basically, the study used purposive sampling. This was largely due to the nature of the study and its focus. Newby (2010) defines purposive sampling as a non- random sampling which has a specific purpose aligned to the goals of the investigation. Similarly, Kombo and Tromp (2013) states that purposive sampling is a sample method the researcher purposively targets a group of people believed to be reliable for the study. Thus, purposive sampling is very different from other sampling techniques such as random sampling. Purposive sampling was used to get the responses from the five headteachers who were sampled in the study. It should be noted that purposive sampling was an appropriate sampling procedure due to the nature of positions that headteachers hold in schools. For instance, there is only one headteacher in the school. Also, schools were purposively picked as the focus was those schools which are headed by female headteachers. Therefore, any secondary school that had a headteacher who was a female qualified on a first come basis to be included in the research.

3.5 Data Collection

The instruments that were used to collect data from the field on management of pupils' indiscipline in schools were semi-structured interview guides and questionnaires. Also,

additional data related to the objectives of the study was collected through document analysis. How each one was used is elucidated below:

3.5.1 Semi-structured interview guides

O'Leary (2010) refers semi-structured interview as the use of a flexible structure where the researcher starts the conversation with defined questions and later shift to follow the natural flow of the conversation. This technique helped the researcher to ask face to face questions that required detailed answers. The guide also helped the researcher to relate with the respondents creating the relationship which helped to make the respondents give valid and detailed raw data. Shareef (2010) reveals that through semi- structured interview, participants discuss their interpretations of the world in which they live, and express how they regard situations from their own point of view.

3.5.2 Questionnaires

Questionnaires were self-administered to the respondents. Open and closed questions were asked so as to solicit for both qualitative and quantitative data respectively from the five female headteachers who were sampled in the study.

3.5.3 Document analysis

This involved reading the existing literature. Books, magazines, journals and many other published internet materials were used to help in the interpretation and discussion of data in the study.

3.6 Data Analysis

Miles and Huberman (1994) define data analysis as the process of systematically searching and arranging the raw data with the aim of increasing one's understanding of the data in research. Data was largely analyzed qualitatively. Data obtained through interviews was analyzed by coding and grouping the emerging themes. Astride- Stirling (2001) refers thematic technique as web- like illustrations that summarize the main themes constituting a piece of text. In the context of this study, therefore, thematic analysis was applied and it

meant connecting closely related phrases or words in data collected through semi- interview guides and open- ended questionnaires. Then data collected through questionnaires was quantitatively analyzed. As the sample size was small, the researchers relied on the scientific calculator and excel spreadsheets to analyse quantitative data.

3.7 Validity and Reliability

The validity of a test is a measure of how well a test measures what it is supposed to measure (Kombo and Tromp, 2006:97). In order to make sure the validity of the information collected the use of varieties of data collection techniques helped to validate the information from respondents.

Furthermore, the research made comparison of the responses from the female headteachers provided in the structured interview guides and questionnaires so as to avoid such problem. Reliability is the degree to which an instrument measures the same way each time it is used under same condition with same subject (Centre for Social Research Methods 1997:1). A research is considered to be reliable when it is able to produce same results if it has to be repeated under similar conditions.

To ensure the reliability of the study, the researcher conducted a pre-test of the interview guide and questionnaires prior to the actual start of the field work in order to avoid vague and repeating questions. According to Wiersma and Jur (2005), it is necessary that research instrument be piloted as a way of determining validity and reliability. Therefore, the researcher ensured that pre- testing of the instruments was done before going out to collect data on the management of pupils' indiscipline in schools.

3.8 Ethical Considerations

The researcher adhered to ethical issues in research by seeking written consent from the University of Zambia before conducting the research. Permission was also sought from the District Educational Board Secretary (DEBS) in Kitwe District. Participants were notified about the aims and objectives of the study, the researcher ensured confidentiality of the information collected and anonymity of all the respondents who offered information for the study. The researcher showed respect for respondents by ensuring there was voluntary

participation and informed consent. The respondents were competent to make a decision on whether to participate or not. Therefore, it can be safely argued that matters related to ethical consideration were strictly followed by the researcher in this study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings of the study on the exploration of headteachers' perspectives on the management of pupils' indiscipline in schools in Kitwe District. The responses and presentation of the findings were based on the research questions related to the objectives of the study. The objectives of the study were as follows: to identify factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District; to establish how headteachers are managing pupils' indiscipline in schools in post- corporal punishment era, and; to determine the strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools

4.1.1 Respondents Characteristics and Classifications

The respondents' characteristics in this study were classified under the headings titled: findings from the Headteachers involving semi- structured interviews and questionnaires respectively. Document analysis was done too.

4.1.2 Sex of Respondents

One of the variables of the study was gender. The gender of the respondents in this study was all female. This was largely because the focus of the researcher was to collect female headteachers' perspectives. Therefore, five female headteachers were sampled. As the study is centred on the perspectives on females as headteachers, no views were collected from their male counter- parts in schools.

4.1.3 Age of Respondents

Another variable of the study was the age of the respondents. The study sampled both the elderly and young adults. The findings were as indicated in Table 1 below.

Table 1: Age of the Respondents in the Study

Age Range	Frequency	Accumulative Frequency
41-50	2	2
51-60	2	4
61-70	1	5

Source: Field Data (2018).

The presentations on the age of respondents revealed that these were all adults. In terms of age range, these fell between 40 years and 70 years.

4.2 Findings on the Identification of the factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District

One of the objectives of the study focused on identifying the factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District. The researcher collected responses from the five (05) female headteachers related to the factors that lead to the prevalence of indiscipline among the pupils in the individual schools sampled in the study. According to the responses of the headteachers, the findings of the study showed that there were several factors that contributed to the prevalence of indiscipline among the pupils in schools in Kitwe District. The contributing factors were tabulated according to responses from individual schools. These schools were labeled as A, B, C, and D. Therefore, it is important to understand that the presentations will be based on responses from individual schools. This is through the collection of data through the use of questionnaires and interview guides. Table 2 below shows some of the commonly mentioned factors leading to the prevalence of violence among pupils in sampled Schools in Kitwe District:

Table 2: Responses from School A on factors leading to the prevalence of indiscipline in schools

Responses	Frequency	Percentage
Verbal Confrontations	125	14.4%
Substance Abuse	52	6.0%
Physical Confrontation	251	28.9%
Theft	254	29.3%
Sexual Assault	24	2.8%
Other Behavioral problems	162	18.7%
Total number of learners	**868**	**100%**

Source: Field Data (2018).

As shown in Table 2 above, there were various causes of indiscipline in School. The main causes included verbal confrontations, substance abuse, physical confrontation, theft, sexual assault, and other behavioral problems. In percentage form, these causes represented 14.4%, 6.0%, 28.9%, 2.8 %, and 18.7%.

Furthermore, the researcher attempted to collect the responses from School B. Like at School, a questionnaire and interview guide was used to collect data on the factors leading to the prevalence of indiscipline in School B. The findings from the study on School where as shown in Table 3 below:

Table 3: Responses from School B on factors leading to the prevalence of indiscipline in schools

Responses	Frequency	Percentage
Verbal Confrontations	89	17.1%
Substance Abuse	48	9.2 %
Physical Confrontation	125	24.0%
Theft	145	27.9%
Sexual Assault	45	8.7 %
Other Behavioral problems	68	13.1%
Total number of learners	**520**	**100%**

Source: Field Data (2018).

Arising from the findings from School B and as indicated in Table 3 above, the major factors leading to indiscipline were verbal confrontations, physical confrontations, theft, and other behavioral problems. In percentage form, these scored 17.1%, 24.0 %, 27.9 %, and 13.1 % respectively.

Moreover, the researcher also attempted to collect the responses of the respondents from School C on the factors leading to the prevalence of indiscipline in school. This was through the aid of the questionnaire and interview guide. The findings from the study on School C were as shown in Table 4 below:

Table 4: Responses from School C on factors leading to the prevalence of indiscipline in schools

Responses	Frequency	Percentage
Verbal Confrontations	71	17.2%
Substance Abuse	45	10.9%
Physical Confrontation	124	30.1%
Theft	46	11.2%
Sexual Assault	58	14.1 %
Other Behavioral problems	68	16.5%
Total number of learners	**412**	**100%**

Source: Field Data (2018).

Arising from the findings from School C as shown in Table 4 above, the major factors leading to indiscipline were verbal confrontations, physical confrontations, sexual assault, and other behavioral problems. In percentage form, these scored 17.2%, 30.1 %, 14.1 %, and 16.5 % respectively.

The researcher went further to collect data on the causes of the prevalence of pupil indiscipline in Schools D and E respectively. Like in School A and C, separate questionnaires

and interview guides were used to collect responses from Schools D and E respectively. The findings from the female headteachers who were sampled in the study were as shown in Tables 5 and 6 below:

Table 5: Responses from School D on factors leading to the prevalence of indiscipline in schools

Responses	Frequency	Percentage
Verbal Confrontations	78	19.9%
Substance Abuse	65	16.6%
Physical Confrontation	111	28.3%
Theft	56	14.3%
Sexual Assault	58	14.8 %
Other Behavioral problems	24	6.1%
Total number of learners	**392**	**100%**

Source: Field Data (2018).

As shown in Table 5 above, the key factors leading to the prevalence of indiscipline in School D were several too. These included: verbal confrontations, substance abuse, sexual assault, and physical confrontations.

Table 6: Responses from School E on factors leading to the prevalence of indiscipline in schools

Responses	Frequency	Percentage
Verbal Confrontations	78	16.3%
Substance Abuse	45	9.4%
Physical Confrontation	131	27.4%
Theft	59	12.3 %
Sexual Assault	45	9.4%
Other Behavioral problems	120	25.1%
Total number of learners	**478**	**100%**

Source: Field Data (2018).

For School E, as indicated above in Table 6, verbal confrontations, physical confrontation, theft, and other behavioral problems, were the main factors leading to the prevalence of indiscipline in School E.

4.3 Roles of Headteachers in Discipline Management in Schools

On the question of the roles of headteachers in discipline management in schools, all the headteachers sampled in the study responded in the affirmative that they had a vital role to play in discipline management in schools. They pointed out that it was their role to approve school rules and that they had a final say on any matter relating to discipline. In an interview with the female headteacher of School B, citing the Education Act of 2011 in relation to discipline in schools and roles of heads of schools, it was revealed that:

> *I feel the Education Act of 2011 is clear on the role of headteachers on discipline in schools. The act stipulates that the administration of a school in consultation with parents, teachers and learners from that same school should adopt a conduct of conduct for the school. As head teachers we have more responsibility concerning this because according to the act the head of institution may, in consultation with the board of management at the educational institutional determine guidelines for consideration by the education board concerned in the adoption of the code of ethics for disciplining learners. So our input is vital in the formulation of school rules.*

Another headteacher sampled in the study from School D mentioned that "*as headteachers, we are the driving force in the school to make positive changes towards pupils' behaviour. We are there to ensure that the school environment is orderly and to deal with those pupils who are indiscipline.*" Again, the headteacher from School E indicated that "*the headteacher ensures that all school rules and procedures are followed and that learners are well behaved. Thus, this is an important role in promoting discipline among the learners.*" In addition, the Headteacher from School A indicated that:

The headteacher is more like the CEO in a school. Everything
falls in her hands. Discipline starts and ends with the
headteacher. Whether or not there is discipline in school rests
on the kind of headteacher, how she uses her authority and
engages other players including the learners themselves. To me,
therefore, headteachers are at the centre of discipline. They
have to engage other members of staff and learners if they are
to make a positive difference in their role as managers.

4.4 Challenges of Headteachers in maintaining discipline in Schools

The researcher also attempted to find out from the headteachers sampled in the study on the
challenges they were facing in maintaining discipline in schools. Different views were
provided by the headteachers who were sampled in the study. However, the key challenges
were as shown in Table 7 below:

Table 7: Challenges faced by Headteachers in maintaining discipline in schools

Response	Frequency	Percentage
Lack of authority to expel culprits	5	100%
Lack of full support from teachers	5	100%
Lack of unity from the Deputy Headteacher	3	60%
Government interference	1	20%
Parents not being supportive	4	80%

Source: Field Data (2018).

As shown in Table 7 above, the key challenges that headteachers face in maintaining
discipline in schools include lack of authority to expel culprits; lack of full support from
teachers, and lack of unity from Deputy Headteachers. Commenting on government
interference in how headteachers manage discipline, a Headteacher from School A narrated
that:

Pupils do not fear our authority because they are aware of our limits. In the case of very severe lack of learner indiscipline, the Headteacher is disempowered to act. I only use suspension and write to the Ministry. I cannot go beyond this. I have to wait for a reply from the Ministry and which I know for sure that it will never come. So I have no powers to deregister or pupil or expel. This is the mandate of the Ministry of General Education.

Another Headteacher from School B lamented that, "*parents are a contributing factor to pupil indiscipline. Some parents give children phones when coming to school. Even when we grab the phones they insult us in the presence of the child. So how to you expect that child to respect the Headteacher or teachers. Parents are a letdown too*?"

4.5 Establishing how Female Headteachers are managing Pupils' indiscipline in Schools in Post- Corporal punishment era

The researcher also attempted to establish how female headteachers were managing pupils' indiscipline in schools in post- corporal punishment era. Questionnaires and interview guides were used to collect data from female Headteachers in the five (05) Schools that were sampled in the study. Based on the responses of the female headteachers who were sampled in the study, the findings of the study were as shown in Table 8 below:

Table 8: Responses from the Female Headteachers on managing pupils' indiscipline in Schools

Responses	Frequency	Percentage (%)
Suspension	5	100%
Detention	2	40%
Summoning Parents	5	100%
Manual work	4	80%
Cautioning culprits	5	100%
Forced Transfer	5	100%
Manual Work	2	40%

Source: Field Data (2018).

As shown in Table 8 above, suspension, summoning parents, cautioning culprits, and forced transfers were the main ways through which female Headteachers were managing indiscipline in schools sampled in the study. However, other means of managing indiscipline included: manual work, detention and cautioning culprits. In an interview with the female Headteacher from School C on summoning parents and forced transfer, it was highlighted that:

> *When you caution a pupil who is misbehaving in school and notice that there is no change in behaviour, I prefer to talk to the parents before I take the final action and which is forced transfer. You know, some pupils are indiscipline because of the kind of homes where they come from. A child's upbringing influences their levels of discipline. A child from broken home may be difficult to handle at school. Thus, I prefer working with the parents of the child. Then when there is no change I opt for forced transfer as such a one may mislead the peers in school.*

4.6 Female Headteachers' Perspectives on the Effectiveness of Alternative Methods to Corporal Punishment

On the question of whether or not the alternative methods to corporal punishment were working or not, the Headteachers had mixed feelings. Some responded in the affirmative that the methods were working. However, some indicated that the alternative methods to corporal punishment were less effective. Commenting on the effectiveness of alternative methods to corporal punishment, a Headteacher from School D revealed that:

> *Methods like suspension and detention don't work for us. Alternatives to corporal punishment are time consuming. They don't bear the immediate results like corporal punishment, which goes mainly for behavior change and that comes solely where pain inflicted is almost immediate because you feel it.*

Another Headteacher from School B mentioned that, *"alternatives to corporal punishment are working if closely monitored and if we work collectively as the staff and consistency also assists."*

4.7 Female Headteachers' Perspectives on the abolition of Corporal Punishment

On the question of Corporal punishment and its abolishment, the researcher sought the views of the respondents related to the process of abolishing corporal punishment. Views were collected from the five (05) female headteachers who were sampled in the study. The findings of the study from the five (05) headteachers who were sampled in the five schools established that the abolition of corporal punishment was done abruptly. This was largely because there was no consultation that was done with schools. In an interview with a Headteacher of School C, for instance, the interviewee lamented that:

> *The abolition of corporal punishment was haphazardly done. In as far as discipline is concerned in schools; eh… you know, the issue of corporal punishment even though sometimes somehow it was harsh, but it had been abolished before the government made a thorough research about what must be done to create that* [discipline].

Thus, this shows that the process of abolishing corporal punishment was rushed through. Proper consultation meetings were not made. Furthermore, commenting on the abolishment of corporal punishment, another female Headteacher pointed out that:

> *After the government has put the law, abolishing corporal punishment, there is nothing that they did to try to help the schools to come up with what they should do in order to punish learners. They left that issue in the hands of the schools to an extent that it is difficult. They are the ones who abolished corporal punishment, they should have also been the ones who must come up with mechanism to deal with that, something that must replace that. And they fear to establish the common eh*

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system or method for punishment, because they do not want to
be responsible.

4.8 Effects of Discipline on Quality Teaching and Learning

On the question of whether or not discipline affects quality teaching and learning, all the female Headteachers sampled in the study responded in the affirmative that discipline affects quality teaching and learning. Thus, this question had a 100 % response rate. In determining how discipline was affecting quality teaching and learning in schools, female headteachers were both interviewed and provided with questionnaires. According to the respondents, the main ways in which indiscipline affects quality teaching and learning were:

i. Indiscipline pupils usually miss classes. In the end, this affects their acquisition of knowledge, skills and values necessary in enhancing their academic performance.

ii. Indiscipline pupils also have less concentration in class. This can be attributed to drug and alcohol abuse. Due to poor attention they end up having challenges in comprehending the concepts being taught to them.

iii. Once one is being charged with indiscipline, it makes one to be labeled as a bad pupil. This affects their self- esteem and willingness to work hard. Some feel rejected and neglected. In the end, this affects their academic performance.

4.9 Determining the strategies that would assist Female Headteachers to effectively deal with the challenges of Indiscipline in Schools in post- corporal punishment era

The researcher also attempted to determine the strategies that would assist female headteachers to effectively deal with the challenges of indiscipline in schools. Thus, the targeted female headteachers were probed on what they think should be done to effectively deal with the challenges of indiscipline in schools. It should be noted that the responses presented in the table below are based on analysis of individual points as by each female headteacher sampled in the study. Thus, the percentages are not in frequencies and percentages cannot be expressed in accumulated form. The findings of the study on strategies that would assist the female headteachers to effectively deal with the challenges of indiscipline in schools were as shown in Table 9 below:

Table 9: Strategies that would assist to effectively deal with the challenge of indiscipline

Responses	Frequency	Percentage
Summoning parents	5	100%
Forced Transfer	5	100%
Suspension	5	100%
Rewarding disciplined pupils	3	60%
Promoting students' Councils	1	20%
Empowering Headteachers' with more authority	4	80%

Source: Field Data (2018).

As shown in Table 8 above, summoning of parents, forced transfer and suspension were all mentioned by the headteachers sampled in the study as some of the main strategies of effectively dealing with indiscipline in schools. Thus, all the three (03) headteachers out of the five (05) were for the idea that the above mentioned three points were very effective. However, the other strategies mentioned by some headteachers were empowering headteachers with more authority, rewarding disciplined pupils and promoting students' councils. In an interview with the female Headteacher from School E on Students' Councils, for instance, it was stated that:

> *Sometimes students feel that decisions and rules are imposed on them. They have no voice on decisions made in school affecting their welfare. But through Students' council, I think students will have an opportunity to air their views. Participation will enable them to own the decisions and school rules. I think this can help to enhance discipline and reduce on chances of indiscipline among the students.*

4.10 Gender and School leadership management of Pupil' Discipline

On the question of how gender in school leadership and management impacted on the effective management of pupil' discipline in school, the female headteachers confidently stated that they were better managers than their male counter parts when it comes to promoting discipline among the learners. All the five (05) female Headteachers stated that they were better equipped than the male Headteachers when it comes to promoting discipline among the learners. For instance, a female Headteacher from School A narrated that:

> *As female headteachers, we take these children as our own. We are mothers and we usually become more attached to these pupils. We want them to make us proud. Thus, even in matters of discipline, you will find that we will do anything possible and within our means to ensure that the pupils in school are well-behaved. So I can say gender matters and female headteachers are more equipped for the task of managing discipline in schools.*

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussions of the findings of the study on the exploration of headteachers' perspectives on the management of pupils' indiscipline in schools in Kitwe District. The discussion is based on the findings, which were based on the research questions related to the objectives of the study. The objectives of the study were as follows: to identify factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District; to establish how headteachers are managing pupils' indiscipline in schools in post-corporal punishment era, and; to determine the strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools.

5.1 Identification of the factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District

The results of the study on factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District were based on responses collected from the five (05) female headteachers. According to the headteachers, the results of the study showed that there were several factors that contributed to the prevalence of indiscipline among the pupils in schools in Kitwe District. The contributing factors were tabulated according to responses from individual schools. These schools were labeled as A, B, C, and D. In School A, for instance, various causes of indiscipline in School were identified. However, in percentage form, verbal confrontations, substance abuse, physical confrontation, theft, sexual assault, and other behavioral problems topped the list. These represented 14.4%, 6.0%, 28.9%, 2.8 %, and 18.7% respectively. Interestingly, the factors leading to the prevalence of indiscipline in Schools B, C, D, and E were similar to those associated with School A. For example, findings from school B revealed that the major factors leading to indiscipline were verbal confrontations, physical confrontations, theft, and other behavioral problems. In percentage form, these scored 17.1%, 24.0 %, 27.9 %, and 13.1 % respectively. Similarly, the major factors in School C leading to indiscipline were verbal confrontations, physical confrontations, sexual assault, and other behavioral problems. In percentage form, these

scored 17.2%, 30.1 %, 14.1 %, and 16.5 % respectively. Therefore, arising from the results of the study given above, it is clear that schools face similar challenges when it comes to factors leading to the prevalence of indiscipline in schools. To this end, schools can also come together to address these challenges. In the case of Kitwe District, it appears that the community in which the schools are located, school environments, and homes the learners come from, there are similar factors contributing to pupil indiscipline. Thus, dealing with both internal and external factors relating to indiscipline can be more effective in addressing the vice. It should be noted that factors related to indiscipline impact negatively on pupils' academic performance and members of the public's perception about the school. Learners who are disciplined and from schools with a conducive learning environment usually perform better academically. According to Squelch (2001: 249) and Blandford (1998:31) Belle (2016:4), it has been stated that "discipline is a complex phenomenon, yet it underpins every aspect of school life and it is recognized as a key indicator of a successful school. It determines the quality of education that the learners experience in a school." Thus, discipline determines the quality of education that the learners experience in a school. A school which does not have an effective discipline policy that suggests strategies and mechanisms to support effective learner discipline, will not function as a centre of excellence for realizing the core function of the school, effective instruction. Therefore, there is need for schools to strategize on how best these identified challenges related to the prevalence of indiscipline in schools can be averted. This, in fact, requires a multi- stakeholder approach. Pupils, school staffs, parents, the Ministry of General Education and other interested stakeholders should all be brought on board.

Belle (2016:234), correspondingly, presented the causes of learner indiscipline by focusing on various factors associated with the causes of lack of learner discipline. He cited the family, learner's attitude, the educator's attitude, the principal's authority and leadership. Other causes are the education system, the peer group pressure and child's constitutional rights.

Therefore, as highlighted above, causes of pupil indiscipline may be a factor of many things. Subsequently, an approach aimed at addressing the challenges should put into consideration various stakeholders and who are active contributing factors. Like it has been above, thus, it is important to engage families, learners, educators, the Ministry responsible, peer groups, and legal matters. Therefore, it is very clear that matters related to learner indiscipline may emanate from various sources. These can either be internal or external environmental, or both. Any attempts to address matters concerning indiscipline should not focus on one approach. Multi- level approach may be more effective and especially when applied consistently and systematically.

5.2 Headteachers' Perspectives on their Roles in Discipline Management in Schools

In terms of headteachers' perspectives on their roles in discipline management in schools, the results of the study showed that the Headteachers were playing a critical role in discipline management in schools. All the headteachers sampled in the study responded in the affirmative that they were a key player in discipline management in schools. They pointed out that it was their role to approve school rules related to discipline matters and that they had a final say on any matter relating to discipline in school. This, therefore, shows that Headteachers' role in discipline management in schools was paramount. Therefore, arising from the results of the study, it is unquestionable that headteachers were at the centre of discipline management. Also, it is important to note that, as revealed by the Headteacher of School A above, maintaining discipline in school requires the input of other stakeholders. In this vein, members of staff, learners, parents and school boards cannot be ignored.

5.3 Headteachers' Perspectives on the Challenges in maintaining discipline in Schools

On the question of Headteachers' perspectives on the challenges in maintaining discipline in schools, the researcher used the interview guide and questionnaires to collect the perspectives of the Headteachers in the five (05) schools that were sampled in the study. According to the results of the study, divergent views were brought forward. The results of the study indicated that the key challenges that headteachers were facing in maintaining discipline in schools included: lack of authority to expel culprits; lack of full support from teachers, lack of unity from Deputy Headteachers, and parents not being supportive in instilling discipline. In

percentage form, the responses were: 100 %, 100 %, 60 %, 20 %, and 80 % respectively. Thus, the results of the study clearly show that it was not an easy task for headteachers when it came to the question of maintaining discipline in schools. Numerous challenges hindered headteachers' effectiveness in maintaining discipline in schools. Subsequently, it is cardinal to find ways and means through which these challenges can either be eliminated or minimized for the headteachers. This is what will enhance the effectiveness of the Headteachers in as far as the question of maintaining discipline in schools is concerned. Therefore, as revealed above, there is need for the government and parents as well as other relevant parties to come to terms on how best discipline can be instilled in schools especially among the learners. Like it has been mentioned above, a multi- stakeholder approach is more effective in resolving these challenges as this is what will help to address various concerns and to reach a consensus. It should be noted that Headteachers can only operate effectively and efficiently if they are given powers to execute their duties independently and with the full support of other stakeholders like the government and parents.

5.4 Headteachers' Perspectives on how they were managing Pupils' indiscipline in Schools in Post- Corporal punishment era

Furthermore, the researcher attempted to establish how female headteachers were managing pupils' indiscipline in schools in post- corporal punishment era. Similarly, questionnaires and interview guides were used to collect data from female Headteachers in the five (05) Schools that were sampled in the study. Based on the responses of the female headteachers who were sampled, the results of the study were that; suspension, summoning parents, cautioning culprits, and forced transfers were the main ways through which female Headteachers were managing indiscipline in schools sampled in the study. The results of the study indicated that the former were the widely applied strategies among all the headteachers. However, other means of managing indiscipline included manual work and detention. The results of the study on alternatives to corporal punishment were similar to those of Mtonga (2016) who founded that dialogue, suspension and manual work were the main key modes to instill discipline in pupils. Thus, the results of the study showed that headteachers had a number of strategies that they were applying in order to manage discipline in schools. Also, they were working hand in hand with the parents. However, like it has been revealed above, not all parents were cooperative. Some parents were a contributing factor to pupil indiscipline in schools.

Also, it should be mentioned that headteachers should be careful when it comes to the questioning of using manual work as a strategy of managing pupil discipline in schools. This is largely because some forms of manual work can be seen as corporal punishment, which has been outlawed in schools. According to the Education Act of 2011 (MOE, 2011), on prohibition of corporal punishment or degrading or inhuman treatment, it has been stipulated that, "28(1)(2)A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner. A teacher, employee or other person who contravenes subsection (1) commits an offence and is liable, upon conviction, to a fine not exceeding 1,000 penalty units or to imprisonment for a period not exceeding one year, or to both." Thus, this implies that Headteachers and Teachers should desist from any strategies related to corporal punishment as they try to manage discipline in schools. This is cardinal as the law is very clear on corporal management. This has been abolished.

5.5 Female Headteachers' Perspectives on the Effectiveness of Alternative Methods to Corporal Punishment

The results of the study on whether or not the alternative methods to corporal punishment were working, the Headteachers had mixed feelings. Some responded in the affirmative that the methods were working. However, some indicated that the alternative methods to corporal punishment were less effective. Arising from these responses, the results of the study showed that the effectiveness of alternatives to corporal punishment depends on how they are carried out in individual schools. Where there is consistency and team work, these strategies have yielded positive results. Thus, schools which have found alternatives to corporal punishment to be less effective should try to enhance consistency and collective approach in the employment of these strategies. As corporal punishment has been abolished, schools and headteachers as well as other stakeholders have no choice but to rely on the alternatives to corporal punishment as a means of instilling discipline among the learners in schools. This is law and non- negotiable for schools and headteachers. Like it has been established above, according to the Education Act of 2011 (MOE, 2011), it is criminal to use corporal punishment in schools in Zambia.

5.6 Female Headteachers' Perspectives on the abolition of Corporal Punishment

The results of the study on headteachers' perspectives on the abolition of corporal established that the abolition of corporal punishment was done abruptly. All the headteachers sampled in the study indicated that there was no consultation at grass-root or school level. Thus, the results of the study revealed that the process of abolishing corporal punishment was a rushed through one. There was need to conduct proper consultation meetings with the stakeholders like school staffs and parents. These are the one who interact with the learners and who have full knowledge of how corporal punishment was operating and adding value to schools. The results of the study further shows that the government did not guide schools on how they were going to manage discipline in post- corporal punishment era. To this end, it can be argued that there was need to engage schools in training on alternatives to corporal punishment. This is what is going to fill up the gap created by the abolition of corporal punishment and ensure that discipline was maintained in schools for quality learning. Manual work given to culprits is a form of corporal punishment in some schools as the work leads to human degrading and ill- treatment in certain cases. The findings of this study corresponded with those of Makhasane and Chikoko (2016) who established that, "while research suggests that the practice of corporal punishment has been discontinued in many South African schools, it is still practiced in some. The practice remains a matter of contestation on a few grounds, where it has worked before, the adage why change it if it is not broken is usually cited."

5.7 Effects of Discipline on Quality Teaching and Learning

In terms of the effects of discipline on quality teaching and learning, the results of the study showed that all the female Headteachers sampled in the study agreed that discipline affects quality teaching and learning. These responded in the affirmative. The response rate was 100%. In determining how discipline was affecting quality teaching and learning in schools, female headteachers were both interviewed and provided with questionnaires. The results of the study revealed that:

i. Indiscipline pupils usually miss classes. In the end, this affects their acquisition of knowledge, skills and values necessary in enhancing their academic performance.

ii.   Indiscipline pupils also have less concentration in class. This can be attributed to drug and alcohol abuse. Due to poor attention they end up having challenges in comprehending the concepts being taught to them.

iii.   Once one is being charged with indiscipline, it makes one to be labeled as a bad pupil. This affects their self- esteem and willingness to work hard. Some feel rejected and neglected. In the end, this affects their academic performance.

Therefore, it is unquestionable that discipline is a significant element when it comes to quality learning. This can be seen from the response rate and as shown by the results of the study.

5.8 Determining the strategies that would assist Female Headteachers to effectively deal with the challenges of Indiscipline in Schools in post- corporal punishment era

The results of the study on determining the strategies that would assist female headteachers to effectively deal with the challenges of indiscipline in schools showed that: summoning of parents, forced transfer, and suspension were all mentioned by the headteachers sampled in the study as some of the main strategies of effectively dealing with indiscipline in schools. Thus, all the three (03) headteachers out of the five (05) were for the idea that the above mentioned three points were very effective. However, the other strategies mentioned by some headteachers were empowering headteachers with more authority, rewarding disciplined pupils and promoting students' councils. Therefore, there is more that can be done to effectively deal with the challenges of pupil indiscipline in the post- corporal punishment era. Summoning of parents, forced transfer, suspension of learners who are indiscipline, headteachers with more authority, rewarding disciplined pupils and promoting the idea of students' councils is paramount. Even one is to further analyse these strategies, they are largely centred on team work, participation of various parties, motivation and counseling. Thus, they stand on the values of consensus, accountability, transparency and hard work, which are the key pillars of a successful institution. Thus, governments can also help by creating a conducive environment in which all key stakeholders can be brought together so as to share on how best schools can be centres of excellence by promoting discipline in the provision of education. A multi- stakeholder and multi- sector as well as multi- level approach is cardinal. Not one should be left out in the fight against indiscipline in schools. Like it has been discussed above, factors leading to indiscipline can either be internal or external, and both in certain circumstances. Therefore, promoting discipline among the pupils

in schools requires and open, democratic, and inclusive approach. Discipline is a must as it is a conduit through which enhanced academic performance and a positive image of schools can be realized.

5.9 Female Headteachers' Perspectives on Gender and School leadership management of pupils' discipline in schools

The results of the study on how gender in school leadership and management impacted on the effective management of pupil' discipline in school, revealed that the female headteachers were of the view that they were better managers than their male counter parts when it comes to promoting discipline among the learners. All the five (05) female Headteachers stated that they were better equipped than the male Headteachers when it comes to promoting discipline among the learners. Therefore, based on the results of this study, females should not be discriminated against when it comes to appointments of headteachers. This is largely because they have the confidence to deliver. However, appointments should be based on merit and supported by other relevant stakeholders as the question of instilling discipline among the pupils in school is one that cannot be attained by any single actor or player.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter provides the conclusion and the main recommendations of the study on the exploration of headteachers' perspectives on the management of pupils' indiscipline in schools in Kitwe District. The conclusion and recommendations are based on the discussions, which were based on the research questions related to the objectives of the study. The objectives of the study were as follows: to identify factors leading to the prevalence of indiscipline among the pupils in schools in Kitwe District; to establish how headteachers are managing pupils' indiscipline in schools in post- corporal punishment era, and; to determine the strategies that would assist headteachers to effectively deal with the challenges of indiscipline in schools.

6.1 Conclusion

In conclusion, the results of the study revealed that there were various causes of indiscipline in School. These largely included cases involving verbal confrontations, substance abuse, physical confrontation, theft, sexual assault, and other behavioral problems. It should be noted that these were the cases that topped the list in all the five schools which were sampled in the study. Therefore, arising from the results of the study given above, it is clear that schools face similar challenges when it comes to factors leading to the prevalence of indiscipline in schools. To this end, it can be argued that schools can also come together to address these challenges. Also, dealing with both internal and external factors relating to indiscipline can be more effective in addressing the vice as factors related to indiscipline impact negatively on pupils' academic performance and members of the public's perception about the school. Any attempts to address matters concerning indiscipline should not focus on one approach. Multi- level approach may be more effective and especially when applied consistently and systematically. In terms of the roles of headteachers in discipline management in schools, the results of the study showed that the Headteachers were playing a critical role in discipline management in schools. For instance, all the headteachers sampled in the study responded in the affirmative that they had a vital role to play in discipline

management in schools. They pointed out that it was their role to approve school rules and that they had a final say on any matter relating to discipline in school.

On the question of challenges of Headteachers in maintaining discipline in schools, the key challenges included; lack of authority to expel culprits; lack of full support from teachers, lack of unity from Deputy Headteachers, and parents not being supportive in instilling discipline. Thus, the results of the study clearly showed that it was not an easy task for headteachers when it came to the question of maintaining discipline in schools. Numerous challenges hindered headteachers' effectiveness in maintaining discipline in schools. Like it has been mentioned above, a multi- stakeholder approach is more effective in resolving these challenges as this is what will help to address various concerns and to reach a consensus. Furthermore, the results of the study on the alternatives to corporal punishment in schools were; suspension, summoning parents, cautioning culprits, and forced transfers were the main ways through which discipline was managed in schools sampled in the study. The results of the study indicated that the former were the widely applied strategies among all the headteachers. However, other means of managing indiscipline included manual work and detention. On whether or not the alternative methods to corporal punishment were working, some respondents responded in the affirmative that the methods were working. However, some indicated that the alternative methods to corporal punishment were less effective. Arising from these responses, the results of the study showed that the effectiveness of alternatives to corporal punishment depends on how they were carried out in individual schools. Where there was consistency and team work, these strategies yielded positive results. The results of the study on headteachers' perspectives on the abolition of corporal established that the abolition of corporal punishment was done abruptly. All the headteachers sampled in the study indicated that there was no consultation at grass-root level. There was need to conduct proper consultation meetings with the stakeholders like school staffs and parents. Also, the results of the study further showed that the government did not guide schools on how they were going to manage discipline in post- corporal punishment era. To this end, it can be argued that there was need to engage schools in training on alternatives to corporal punishment.

In terms of the effects of discipline on quality teaching and learning, the results of the study showed that all the female Headteachers sampled in the study agreed that discipline affects

quality teaching and learning. It affects the acquisition of knowledge, skills and values necessary in enhancing their academic performance. Again, indiscipline pupils also have less concentration in class. This can be attributed to drug and alcohol abuse. Due to poor attention they end up having challenges in comprehending the concepts being taught to them. Once one is being charged with indiscipline, it makes one to be labeled as a bad pupil. This affects their self- esteem and willingness to work hard. Therefore, it is unquestionable that discipline is a significant element when it comes to quality learning.

In determining the strategies that would assist female headteachers to effectively deal with the challenges of indiscipline in schools, summoning of parents, forced transfer, and suspension were all mentioned by the headteachers sampled in the study as some of the main strategies of effectively dealing with indiscipline in schools. The other strategies mentioned by some headteachers were empowering headteachers with more authority, rewarding disciplined pupils and promoting students' councils. The strategies mentioned were largely centred on team work, participation of various parties, motivation and counseling. Thus, they stand on the values of consensus, accountability, transparency and hard work, which are the key pillars of a successful institution. The results of the study on how gender in school leadership and management impacted on the effective management of pupil' discipline in school, all the five (05) female Headteachers stated that they were better equipped than the male Headteachers when it comes to promoting discipline among the learners. Therefore, it was concluded that females should not be discriminated against when it comes to appointments of headteachers.

6.2 Recommendations

Based on the results of the study and the conclusion, the recommendations of the study were three- fold:

i.   As schools were still relying on manual work to instill discipline among the pupils, this can be viewed as a way of bringing back corporal punishment by other stakeholders. It is now law that corporal punishment is not allowed in Zambia. Therefore, Headteachers should desist from allowing certain forms of corporal punishment can implicate them or the image of the school.

ii. The government and other relevant stakeholders should consider taking headteachers and teachers for fast track training on alternative forms of punishment in post-corporal punishment era. This will empower the headteachers and teachers with knowledge and skills on how to effectively deal with indiscipline in the post-corporal punishment era.

iii. Schools and through the Headteachers should devise mechanisms on how to engage various stakeholders in discipline management and draw clear school policies on how to deal with erring pupils. This should be done with full the participation of all well-meaning stakeholders like the students' councils, parents, PTA boards, and the relevant officers under the Ministry of General Education.

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Appendix A: RESEARCH BUDGET

Stationary	**ZMK**
3 Reams of white paper	180.00
6 Pens	20.00
1 Stapler	50.00
1 Staples	50.00
1 Perforator	50.00
3 Writing pads	120.00
Secretarial Service	2,600.00
Printing three copies	1,500.00
Binding of three copies	1,500.00
Field Work	
Trial of instruments	400.00
Transport to and from the schools (100 x 8)	800.00
Lunch allowance	400.00
Monitoring Instruments	
Video Recorder	500.00
Grand Total	**K 8,170.00**

Appendix B: TIME LINE FOR CARRYING OUT THE RESEARCH

ACTIVITIES	Feb 2018	Mar 2018	Apr 2018	Jun 2018	Jul 2018	Aug 2018
Problem formulation	■					
Writing the proposal		■				
Preparation & procurement of research instruments		■	■			
Research trial of instruments			■	■		
Field work (data collection)			■	■		
Data processing and analysis				■	■	
Writing of research paper					■	■
Binding and Submitting						■

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

Dear Respondent,

The researcher is a post graduate student at the University of Zambia, undertaking a Study. You are requested to take part in this exercise by completing this questionnaire which will take about 10 minutes of your valuable time. The information you will provide shall be strictly used for academic purposes and will be kept confidential at all times.

Confidentiality: The degree of confidentiality encompasses academicians who may be interested to improve the quality of this study. Fellow researchers and research supervisors may review or have access to the research records but anonymity and confidentiality will be upheld at all times.

Beneficence: The participants are expected to benefit from the research by way of government and other stakeholders in the private sector strengthening existing programs while developing new and more appropriate policies and programs for the course using the results of this study.

Guide:

1. Please answer questions below as honestly as possible.
2. You do not need to write your name on the questionnaire.
3. Tick where necessary and write in the spaces provided for the questions which require

   brief   explanations.

APPENDIX D: INTERVIEW SCHEDULE FOR SCHOOLHEADS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

TITLE: INTERVIEW SCHEDULE FOR SCHOOL HEADS

TOPIC: *Management Of Student Indiscipline In Schools Of Kitwe In Post Corporal Punishment Era: Female Head Teachers Perspective*

1. How many years of experience do you have in school management and leadership?
2. What are the causes of discipline problem in secondary school?
3. What is your role in discipline management of the school?
4. Which discipline challenges do you encounter in maintaining learner discipline in your school?
5. Which discipline strategies do you personally use in addition to those employed in our
    a. school to manage learner discipline?
6. In what way are all the stakeholders involved in learner discipline?

Thank you for your kind co-operation.

APPENDIX E: HEAD TEACHER OR THE DEPUTY HEAD TEACHER

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

TITLE: **QUESTIONNAIRE**

TOPIC: *Management Of Student Indiscipline In Schools Of Kitwe In Post Corporal Punishment Era: Female Head Teachers Perspective*

_____

A. **Nature and Scope of Discipline**

1. What is your general perception with regard to discipline in school?-

    _____

    _____

    _____

    _____

B. Causes of Disciplinary Problems

2. What, in your opinion, are the main causes of discipline problems at your school?

    _____

    _____

    _____

    _____

C. Discipline challenges

3. Which discipline challenges are you faced with in your school?

    _____

    _____

    _____

    _____

D. MeQuality teaching and learning

4. How does (in) discipline affect quality teaching and Learning in your school?

_____

_____

_____

_____

E. Discipline Strategies

5. Which discipline strategies are used in your school to manage learner discipline?

    _____

    _____

    _____

    _____

6. Mention a strategy and explain how it is applied?

    _____

    _____

    _____

    _____

7. Which strategies employed at your school do you regard as effective and why?

    _____

    _____

    _____

    _____

8. Which of the alternative measure corporate to corporate punishment recommended by the Department of Education (2001) in the document: Alternatives to corporal punishment: A practical guide for education, do you use

    _____

    _____

    _____

    _____

F. General Issues

9. What, in your opinion, do gender in school leadership and management impact on the

effective management of learner discipline in your school?

_____

_____

_____

_____

APPENDIX F: DOCUMENT REVIEW CHECK LIST

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

TITLE: **DOCUMENT REVIEW CHECK LIST**

TOPIC: *Management Of Student Indiscipline In Schools Of Kitwe In Post Corporal Punishment Era: Female Head Teachers Perspective*

1. Name of the school
2. The number of pupils per class from registers
3. The total number of days attended in the term of randomly selected individual pupils.
4. The frequency of particular offence from the Discipline Committee records.
5. The number of offences committed by selected individual pupil
6. Trace the performance of randomly selected individual pupils
7. Carefully keep a record of responses given by respondents to validate figures through tallying.