



SUPERSHINE UNIVERSITY

SCHOOL OF EDUCATION

**AN ANALYSIS OF ISSUES INDUCING INDISCIPLINE AMONG
PUPILS IN PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF EDUCATION IN
ENGLISH AND RELIGIOUS EDUCATION**

BY

CHIPO MAKULILA

STUDENT NUMBER 153102

SUPERVISED BY: MR BRESTON NSHIMBI

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DECLARATION

This research project is my original work and has not been presented for academic awards in any other university.

Signature

Date

Chipo Makulila

Student. No: 153102

This research project has been submitted for examination with my approval as the research project supervisor.

Signature

Date

Mr. Breston Nshimbi,

DEDICATION

I dedicate this project to my father Mr. Aaron Makulila, my mother Catherine Ranganai Stambi, my Husband, my Children Martha Banda, and Gift Banda, and my whole family.

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ABBREVIATIONS

D/HT:	Deputy Head Teacher
G&C:	Guidance and Counseling.
HIV/AIDS:	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
GCE:	General Certificate of Education
ECZ:	Examination Council of Zambia
LSE:	Life Skills Education
MOGED:	Ministry of General Education
TC:	Teacher Counselors
TV:	Television
UNICEF:	United Nations Children’s Fund

ABSTRACT

It is without doubt that discipline is one of the major driving forces behind good performance of students in national examinations. Well disciplined students fit well in the society because education helps mould them into disciplined and responsible members of the society. Indiscipline in our educational institutions is age-old and public day schools too have not been left behind. Disruptive behavior is a concern to schools, parents and fellow students whose education may be adversely affected. Therefore, it has become necessary to get to the root of the causes of indiscipline in these schools by focusing on the learners physical environment in the home, community and at school. All these factors to a great extent influence the way learners behave. The purpose of this study was to examine major factors influencing indiscipline in Public Secondary Schools in Lusaka District and to establish whether positive alternative approaches of enhancing discipline had taken root in these day schools to help curb indiscipline. The objectives of this study were to establish the nature of indiscipline experienced in Public Secondary Schools in Lusaka District, investigate the major causes of indiscipline among students in public day secondary schools, assess the positive alternative measures being put in place to arrest indiscipline among the students and to seek suggestions on measures that could be taken to curb students' indiscipline in Zambian secondary schools. The study was conducted in 8 Public Secondary Schools in Lusaka District, Zambia. It was guided by the social learning theory. The target population consisted of 1,108 subjects. The sample included 8 deputy head teachers, 16 class teachers, 8 teacher - counselors and 336 Grade 9 students. The study employed descriptive survey design which was more suitable because it enabled the researcher to acquire information from a selected population and the sample findings were viewed as being a representation of the population as a whole. The samples were drawn using purposive, systematic and simple random sampling techniques. To ensure reliability and validity, a pilot study was carried out. The data was collected through questionnaires administered to teachers and students and an interview schedule for the deputy head teachers. The data was analyzed descriptively and organized in tables, frequencies, pie charts and percentages. The study indicated that most student disciplinary problems experienced were due to influence from the environment and their homes, namely, mobile phones, responsibilities at home, Bemba, Chewa and Slang - Nyanja' – speaking. Additionally, the study indicated that indiscipline cases in Public Secondary Schools in Lusaka District were fuelled by inadequate guidance and counseling, less involvement of students in co-curricular activities, lack of school - based families, and indifference to LSE by both the teachers and students. The study concluded that in order to curb indiscipline in secondary schools, positive approaches need to be implemented fully, since such measures are most likely to yield much better results than the traditional scheme of discipline. The study recommended that school administrations should establish active mandatory school – based families and put in place intensive parent – mentoring programs which aim at sensitizing parents on their parental duties in the advancement of their children's education.

CHAPTER ONE

INTRODUCTION

This study focuses on the factors influencing indiscipline among students in Public Secondary Schools in Lusaka District. This is discussed under the following sub-topics: background of the study, purpose of the study, Objectives of the study, research questions, assumptions of the study, limitations and delimitations of the study, significance of the study, theoretical and conceptual frame work of the study and definition of central terms.

1.0. Background of the study

Our society is made up of organizations all of which have goals to meet. However, without proper discipline, none of these would be realized. For them to operate smoothly, all of them have a set of rules and regulations by which all members of the organization are expected to abide by, failure to which sanctions are imposed on the workers to discipline them accordingly. The same applies to educational organizations. For serious learning to take place, discipline has to be maintained in schools.

Mbiti (2007:83) defines discipline as the moral capacity or disposition which when ingrained in the human capacity, becomes a powerful habit for self control. Discipline therefore involves the development of an informed conscience within the individual person as part of his or her personality. Jeng (2011) points out that indeed it encompasses training of the mind and character of a person which results to self-control and a habit of obedience. The main reason why students attend school is to receive good education. Sound education can only be provided when there is discipline in schools. Discipline is the number one topic among others in education.

Soet (2005:1), quoting Charles (1981), on attitude towards Education, stated that, teachers, parents, students and the public all place discipline at the top of their concern, with teachers ranking it at the top because it affects learning, their emotional lives and it outweighs all other factors combined in determining a teacher's success.

Jeng (2011) advises that students should understand that discipline is one of the most fundamental characteristics of a human being in school, in our homes and indeed everywhere in the world. Stakeholders concur that ensuring discipline in schools is top on the agenda because one cannot acquire knowledge without character. Soet (2005:2) in his study, "Perception of the causes of indiscipline among students in Mt. Elgon district," asserts that, schools need discipline. It is the one thing in learning that everyone expects and wants. Most educators agree that discipline is the one thing that can make or break a school, for without it, a teacher's finest efforts may go to zero.

People view discipline in different ways. For some people, discipline is equated with taking preventive measures. According to Okumbe (1998) this type aims at taking precautionary measures and may assume the form of guidance or clarifying values and regulations to students. Padilla (2012), an experienced speaker who facilitates parent workshops for school districts in California, is also of the opinion that, it is indeed a positive procedure that emphasizes and rewards good behavior, instead of punishing bad behavior.

Others view discipline as punishment; a view supported by Mbiti (2007:79) who observes that the proponents of the traditional scheme of discipline believed that physical punishment was a necessary deterrent to tendencies of wrong-doing in a child. Wilson (2000:30) is of the same opinion. He notes that even though it is an unpleasant line to take, any parent who needs to stop their son bullying a little sister, or any honest teacher who needs to make absolutely sure that the weak pupils are not

bullied by the stronger ones in school, knows perfectly well that such a line has sometimes to be taken. Many teachers have in the past relied on corporal punishment to instill discipline in schools. This had been legalized in the Zambian Education Act number 23 of 2011 (1) 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. It is however presumed that punishment can be inflicted only in cases of continued or grave neglect of work, lying, bullying, gross insubordination, indecency, truancy among others. The Zambian Education Act (1911) clearly spelt out how punishment was to be administered and by whom. However, in 2011, the education act outlawed corporal punishment. Since then, there have been numerous debates for and against the banning of the cane in Zambian schools.

Indiscipline is the intentional refusal to follow rules and regulations of a given society. It is not only deeply rooted in Zambian schools but regionally and internationally too. According to the Kenyan task force on student discipline and unrests in secondary schools, (Wangai report, 2001), learning institutions have been faced with increased cases of student unrests. The issue of learner indiscipline has taken centre stage for a long time internationally and regionally. For example, in India, Khanbab (2010) laments that schools and colleges in India have become an abode of indiscipline to the extent that examinations have to be conducted with the help of the police. He blames it all on poor study habits by students, incompetent teachers and political leaders who incite students against the government. Recent research in the U.S.A has documented that bullying is a common and potential damaging form of violence among children, which not only harms its intended victims and the perpetrators, but also has a chilling effect on the school climate, thereby indirectly

affecting the ability of all students to learn to the best of their abilities, (Limber and Nation, 1997).

The countries in Southern Africa have not been spared either. In one incident, two students of Shama senior high school were suspended for watching pornography on campus in March 13th 2011. Kwajo (2011), reports that the students had downloaded the pornographic materials onto their mobile phones, and were consequently handed an internal suspension with hard labour. In another incident at Wesley girls' senior high school, sexual advances being made to the girls by some male teachers in the school compelled the angry students to vehemently protest on 18th June 2011. They were sent home, (Kwajo, 2011).

Things are no better in Zambia. Just recently, fifty students of Blessed Sacrament Kimanya secondary school in Masaka district were expelled for alleged academic and criminal indiscipline which involved gambling, smoking marijuana and sneaking from school to go to the dance halls, (Bindhe, 2012). In one of the latest incidence from Kabale in Zambia, Brainstorm high school expelled seventy students following clashes between the students and the teachers over night roll calls, reports Kushaba, (2012). They claimed teachers had stormed their hostels with canes, beating them mercilessly after a blackout and they had to defend themselves. Apparently, they were resisting the roll call - taking by the teachers after it was alleged that some students had sneaked out of school.

Moving closer home, Zambia has not been spared the menace either. The rampant students riots and destruction of school property has been with us over the years and there are no signs it is about to abate. According to the Report on the Causes, Effects and Remedies of indiscipline in secondary schools in Central province, (MOGED, 2000) Public day secondary schools too have been actively involved in the unrests.

On the 1st of June, 1999, at Kiangoma mixed secondary school, the students attempted to burn a newcomer, but the fire was put out. This, according to them, was a test for the new principal. In the same month on 28th of June, 1999, Ngorano mixed secondary school in Nyeri, staged a walk-out and stole farmers' sugarcane. They were protesting against caning in their school.

However, in 2008, things took a turn for the worse. In that year, the country witnessed a resurgence of unrests in secondary schools, which were very violent and destructive, (Kenyan National Assembly, 2008). It was in this light that the Departmental Committee on Education, Research and Technology on the Inquiry into students' unrests and strikes in secondary schools was established, (Kenyan National Assembly, 2008). It sought to find out what had really gone wrong to warrant students to act in the manner that they did, such as burning dormitories with their own properties and even fellow students inside, (Kenyan National Assembly, 2008).

The MOGED acknowledges the role of G&C in curbing indiscipline in schools. That is why there has been a lot of emphasis in strengthening it, (Wangai Report, 2001). However, previous studies show that there are many challenges facing its implementation, such as, untrained personnel, lack of time and counseling rooms, (Okuthe, 2003). This needs to be addressed. Moreover, in the absence of corporal punishment, manual work is the order of the day in many secondary schools, notes Mugambi, (2005). This is being abused by the teachers as they impose hard labor and as such, is counter – productive, (Obure, 1987). LSE whose aim is to empower young people to overcome various obstacles in life has also been advocated by MOGED, (Kenyan Institute of Education, 2006). Unfortunately, this has not taken off in all schools and the program has encountered challenges such as untrained LSE instructors, lack of learning materials and disinterest in LSE by both the teachers and students, (Langi, 2013). These should

be improved for the program to be effective. Public secondary school students are in constant touch with their homes and society. This exposes them to many negative factors that may influence them to misbehave, (Ikambili, 2003). Positive ways of enhancing discipline should therefore be explored with a view of mitigating indiscipline in day schools.

All stakeholders expect and want discipline in schools. This study was therefore necessary so that the factors influencing indiscipline among public day secondary school students in Lusaka district are unveiled and positive approaches and strategies put in place to arrest them.

1.1. Statement of the problem

Discipline continues to be a growing problem in our schools. Students' indiscipline generally militates against effective teaching, learning and production of useful members of society. Indiscipline is rife in public day schools as evidenced from the literature review of Okemwa (2007), Kamau (2008) and Ikambili (2003). This is an indicator of indiscipline among learners. So far, there has been limited research on factors influencing indiscipline in Public Secondary Schools in Lusaka district. Among the available studies on indiscipline in Lusaka district, few, if any, have focused on the broad and varied factors that may influence indiscipline in public day secondary schools. The focal problem of this study therefore, was to unveil the major factors influencing indiscipline in Public Secondary Schools in Lusaka. This study therefore, sought to fill this gap.

Guidance and counseling, (Wangai report, 2001), Life skills education (Kenyan Institute of Education, 2006) and school- based families, (Kenyan National Assembly, 2008) are new concepts from the ministry of Education. These are the positive methods of arresting indiscipline advocated by the modern scheme of discipline. Therefore, this study was also done to establish whether

these programs which are expected to enhance positive discipline, are in place in Public Secondary Schools in Lusaka District.

1.2. Purpose of the study

Based on the problem stated above, the purpose of this study was to examine factors contributing to indiscipline in Public Secondary Schools in Lusaka District, as well as establish whether positive measures of enhancing discipline have taken root in these day schools. The study therefore needed to unveil and address these factors that may have an influence on students' behavior.

1.3. Objectives

The objectives of the study were:

- i) To establish the nature of indiscipline in Public Secondary Schools in Lusaka District.
- ii) To investigate the major causes of indiscipline among students in Public Secondary Schools in Lusaka District.
- iii) To assess the positive measures/strategies being put in place to arrest indiscipline among students in Public Secondary Schools in Lusaka district.
- iv) To seek suggestions on measures that could be taken to curb students' indiscipline in Zambian secondary schools.

1.4. Research questions

The following research questions guided the study:

- i) What is the nature of indiscipline experienced in Public Secondary Schools in Lusaka District?

- ii) What are the main prevailing factors that influence indiscipline in Public Secondary Schools in Lusaka District?
- iii) What are the alternative positive strategies being put in place to arrest indiscipline among students in Public Secondary Schools in Lusaka?
- iv) What measures should be taken to curb students' indiscipline in Zambian secondary schools?

1.5. Assumptions of the study

The following assumptions were made for the purpose of the study while conducting the research:

- i) That the students and teachers were able to offer information freely and without influence.
- ii) The schools had some form of indiscipline among learners in varying degrees.
- iii) The selected schools had guidance and counseling programs, school-based families and life skills education in place.

1.6. Limitations of the study

The following were the limitations of the study:

The study was conducted in Lusaka district, Zambia. The researcher limited herself to Public Secondary Schools in Lusaka District. It is only one among the many districts in Zambia.

Additionally, being a full-time teacher with many lessons, allocating time to engage the students was difficult especially during the official school hours. The researcher therefore engaged the respondents after the official school hours.

1.7. Delimitations of the study

The research was conducted in Public Secondary Schools in Lusaka, but not in boarding and private day secondary schools due to differences in circumstances. As such the results may not be generalized to the whole province and country.

The researcher focused on Grade 9 students, Grade 9 class teachers, teacher counselors and the deputy head teachers of the sampled schools. The study therefore restricted itself to 42 students, two Grade 9 class teachers, 1 teacher counselor and 1 deputy head teacher per each school sampled, instead of all the students in grade 9, and teachers in the sampled schools. Therefore the results were generalized with caution.

1.8. Significance of the study

The findings of this study contributed to the existing literature of knowledge on the specific causes of indiscipline among students in Public Secondary Schools in Lusaka District. It also shed light into the nature of indiscipline bound to arise as a result of these factors.

The study was significant in availing positive ways of improving discipline. Teachers often punished students without clear consideration of what made them misbehave; they seldom tried to understand the motivating force. Focusing on these factors would enable them to handle their students in a more understanding and better way.

It may also assist parents in monitoring the movement and association of their children with a view to guiding them to become responsible individuals. They are better placed in ensuring good upbringing of their children.

To the Ministry of General Education and policy-makers, it is hoped that the findings may provide insight on how to improve guidance and counseling, life skills education and school-based family units in schools.

The Ministry of General Education may also see the need of strengthening these new programs, which are currently lacking in most schools. They may use the outcomes of the study to correct similar problems in other schools in the country.

1.9 Theoretical framework

This study was guided by the social learning theory. The development of this theory can be traced back to the work of Robert L. Burgess and Ronald L. Akers in 1966. Albert Bandura is considered as one of the leading proponents of this theory, (Ormrod, 1999). Social learning theory places emphasis on the consequences of observing the example of others whose behavior is then copied. Social learning argues that learning occurs within social situations and contexts. It also considers how people learn from each other and includes related concepts such as observational, imitation and behavior modeling, (Ormrod, 1999). From just observing others, one can form an idea of how new behaviors are performed on later occasions. This coded information therefore, serves as a guide, (HLWIKI International, 2013). Key aspects of social learning are observing, retaining, motivation and imitation.

According to Docking (1980) anti-social or aggressive behavior can be learned by children who regularly witness such behavior among adults or between adults and children. Parents are urged to set good examples in front of their children for children blindly ape what they watch and hear, (www.indiaparenting.com).

Bandura and Walters (1963) noted that imitation plays an important role in the acquisition of deviant as well as conforming behavior. They explained that new

responses may be learned or the characteristics of existing responses changed as a result of observing the behavior of others. In some cases, the amount of learning shown by the observer can in fact be as great as that shown by the performer. On social learning and personality development, (Bandura and Walters, 1963:49) opines that other than real models, symbolic models may be presented through oral, written instructions, pictorially or through a combination of verbal and pictorial devices. Pictorially presented models are provided in films, TV or other audio visual displays while those in books are portrayed as fiction characters.

Social learning theory is relevant in this study. The implication of this theory is that students who misbehave in schools are likely to have learnt that behavior from their homes and peers. One of the reasons a teenager may be sneaking out of school or destroying school property may be because others are doing it, since not to do the same is to be out of the peer group.

Day school students are in constant touch with their homes and society. This implies that the environment in which these students grow can also influence their behavior adversely. With poor role models in the society, mobile phones, Slang - Nyanja'-speaking, rogue kaponyas and drug abuse, students' behavior has indeed worsened. Besides, children from families where wife-beating occurs are more likely to be aggressive adolescents, (www.indiaparenting.com).

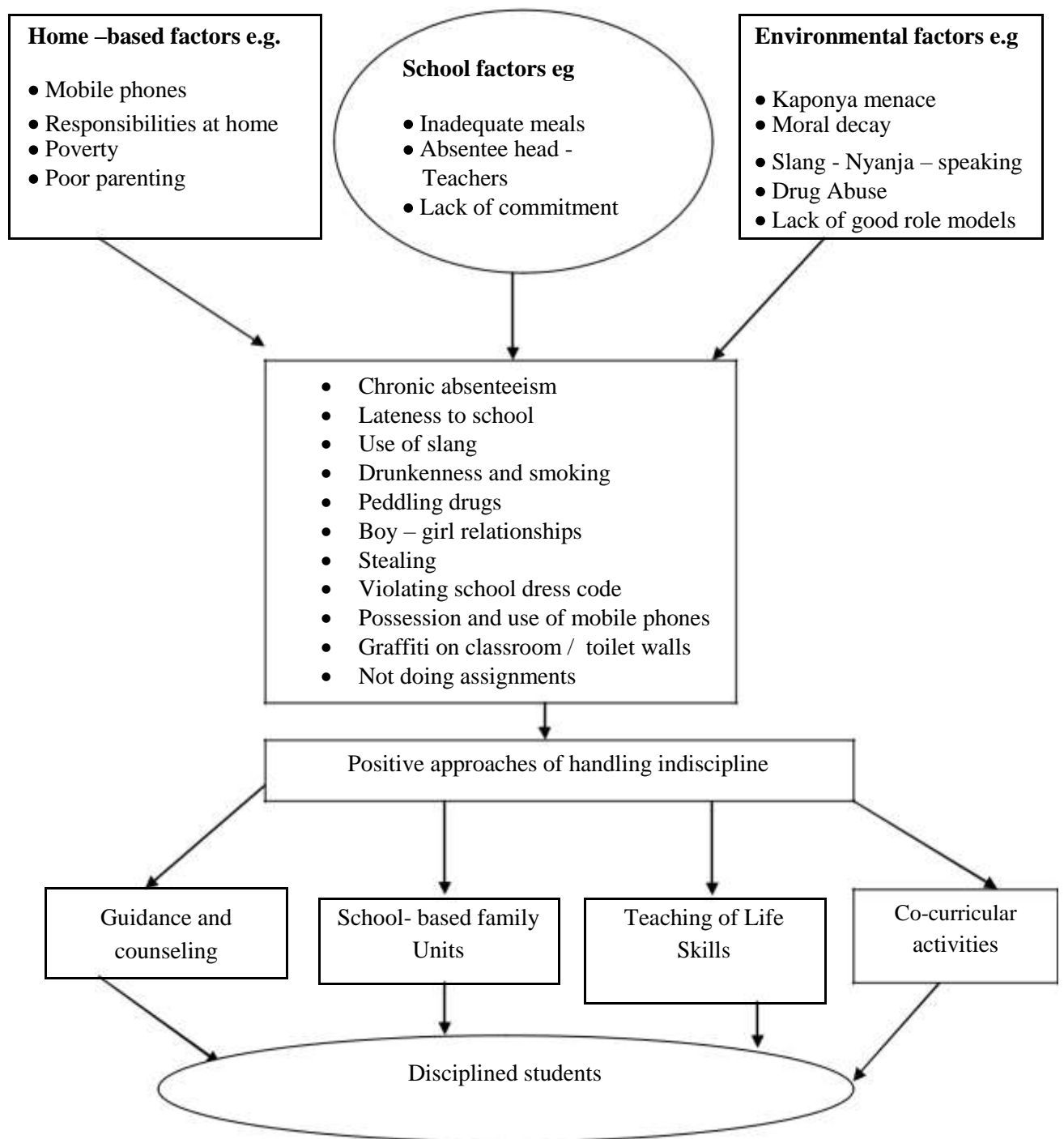
Most high school students read novels, magazines and watch television, (Soet, 2005). They end up being influenced by such characters as they imitate them, with audio-visual mass media being extremely influential in altering behavior.

Parents and teachers are role models for children since they copy exactly what they do. That is why a young girl provided with an array of play tools like cooking sets and dolls, can perfectly imitate her mother at work, (Docking, 1980). Mbiti (2007:84)

vehemently maintains that adults in particular, should remember that their lifestyles is like a text book that is read on a daily basis by the youth.

The behavior of students change through modeling and observation of peers and adults. Indiscipline therefore, among students is mainly caused by copying or imitating certain bad behavior that have been observed and appreciated through their peers and the environment.

1.10 Conceptual Framework



Source: Developed by the researcher.

Figure 1.1: Conceptual Framework

1.11 Operational definitions of terms

Discipline: This is the system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exist with others in society.

Guidance and Counseling: This is the total program or all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustments in all aspects of his daily life.

Indiscipline: This is the inability to live in accordance to the set rules and regulations that have been set in society.

Kaponya: These are the mini-bus vans or taxis that are the staple form of transportation in Zambia. They are an icon of Zambian travel.

School - based family units: This is a programme under the guidance and counseling department in secondary schools where the whole students' body is divided across board into family units, headed by a teacher-parent.

Slang - Nyanja': This is a slang'-based language which is a blend of English and Chichewa words as well as other ethnic Zambian languages, mainly spoken by the urban youth.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, relevant literature was reviewed. Literature concerning the following sub- sections was focused on:

- a) Importance of discipline.
- b) Nature of indiscipline among learners.
- c) Causes of indiscipline among learners.
- d) Traditional scheme of discipline verses modern scheme of discipline.
- e) Positive ways / approaches of handling indiscipline in schools.
- f) Summary

2.1 Importance of discipline.

Silsil (2010:292) defines discipline as the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exist with others in society. Okuthe (2003) observes that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose, for no government, institution or establishment of any kind can function without discipline.

Schools are very important social systems that help train students in good conduct and acquisition of knowledge. Eshiwani (1993:105) concurs that for proper learning to take place, this must be observed. Discipline must therefore be maintained at all times because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a peaceful and conducive environment for learning.

Padilla (2012) could not agree more, for he asserts that, good discipline enables the students to focus more, for with good focus, they master the skills offered by teachers. But when they display disruptive behavior, they interfere with the instruction and learning process. Such disruptive students limit themselves and others to the full advantage of academic instruction.

Jeng (2011) maintains that knowledge without discipline is useless. With knowledge including knowing God the creator through Jesus Christ alongside discipline, one can achieve anything in life, for it is a great weapon that one can use to fight against poverty, harassment, difficulties, violence and discrimination in our society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success.

Indeed Mbiti (2007) stresses that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. It therefore goes without saying that, education is handicapped without discipline and discipline without education is dead, since the two concepts are closely linked.

2.2 The nature of indiscipline among learners.

This refers to the forms of indiscipline or types of misbehavior displayed by learners as witnessed in schools. Indiscipline in schools presents itself in various forms. These disciplinary incidents vary in magnitude. Mugambi (2005) in his study, “Factors influencing indiscipline in secondary schools in Nyeri District,” categorized them as either being mild, moderate or severe forms of indiscipline.

Ozigi (1978:40) notes that the symptoms of indiscipline in schools are easily recognized or noticed unlike the real causes which are subtle. The nature of indiscipline can take various forms which he identified as demonstrations, unrests,

mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, absenteeism, lateness, bullying and laziness. Ozigi and Ocho (1981) identifies the various forms of indiscipline among students in Nigerian schools as, frequent acts of violence coupled with full destruction of property, flagrant disobedience, disrespect for elders and taking of dangerous drugs. According to the Californian Department of Education (2013), 691,470 California Elementary school students were reported to be truant in the 2011 – 2012 school year. It alleged that statewide, 38% of all truant students were elementary school students.

Rahul (2008), on nature of indiscipline, could not have summarized it better. He complains that, “.... *Newspapers are full of reports of unrest and indiscipline among students. Students go on strike, they resort to copying and cheating in examinations and insult their teachers and principals. They tear away pages from the library books, cut pictures from the magazines, write dirty things on the walls and indulge in many kinds of mischief. They clash with the police, throw stones and brickbats at them and practice violence at any pretext.*”

The study therefore aimed at finding out the nature of indiscipline prevailing in Public Secondary Schools in Lusaka District.

2.3 Causes of indiscipline among learners.

Indiscipline is a state of disorder where school rules and regulations are not adhered to. It is a behavior disorder that is classified as an act of delinquency. It is often the cause of a lot of mental, emotional, and also physical damage to property in homes as well as in schools, (www.indiaparenting.com). There is therefore the need to understand the factors which drive and compel students to be in that state of indiscipline.

2.3.1 School- based factors.

These are factors which emanate from the school. They include absentee head teachers, inadequate meals and lack of teachers' commitment.

One major cause of indiscipline is the head teachers' absence from school. Mugambi (2005) points out that the blame on indiscipline could be laid squarely at the feet of the head teachers. An absentee head teacher who is perpetually out of school is likely to meet the wrath of students. According to MOGED (2000) on indiscipline in Central province schools, one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities, (Kenyan National Assembly, 2008:33)

Meals are of great value to students. Mugambi (2005) asserts that adolescents eat more due to their growth spurt, so if they are not given food and in adequate amounts, chaos may arise. Indeed the food issue featured prominently in terms of quality, quantity, variety and serving system, as a leading cause of unrests in Central province schools, (MOGED, 2000).

Some teachers are not strict in maintaining discipline among learners.

Others side with students against the administration and even incite the students to strike. According to MOGED (2000:2) some teachers are said to be dangerously ambitious, leading to incitement of students. Paaga (2007) in an article entitled, "teachers are to blame for indiscipline in schools," lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous

behavior among students of such institutions. Unguarded comments like, “....*it is only in this school that such bad meals are prepared for students to eat,*” is a recipe for rioting by students.

2.3.2 Influence from the environment.

The type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he/she becomes a grown up. Soet (2005:53) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child’s mind. Indeed Mwaniki (2003) quoting furrant (1980) concurs that, “. . . *the environment like the blacksmiths forge tapers and alters our natural characteristics, moulds and alters us according to the treatment given.*”

The widespread unrests and indiscipline among the students reflects the prevailing lawlessness and frustration in the society, (Rahul, 2008). A conclusive fact would therefore be that, students’ indiscipline is a manifestation of what is happening in the schools and society at large. The factors behind indiscipline include; lack of good role models, drug abuse, the kaponya menace, moral decay and Slang - Nyanja’-speaking.

Bwire (2010) asserts that the school is in many ways a mirror of the society. Mbiti (2007:88) complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they themselves must be practical models of good character through the lives they lead. If learners live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to imitate such behavior and spill indiscipline to their schools.

A study on bullying carried out in Palestine, deduced that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life and future. According to the study, such children “. . . *Fight violence with violence, and use violent means to protect themselves and avenge violence,*” (Mansour, 1996:47; Ikambili, 2003). Palestinian children imitate what they see around them by using violence. Bwire (2010) points out that if celebrities are drug abusers and politicians are corrupt, it may not be an accident therefore that the young people are picking the bad habits from their seniors. Rahul (2008) concurs that students have no role models to follow. Students imitate their parents, teachers, leaders and elders and behave accordingly. As such, there is crisis of character.

The day school students are in constant touch with the society, hence this can be a great influence. The researcher attempted to establish whether this could be a factor influencing indiscipline.

Kaponya menace is indeed an emerging cause of indiscipline among learners in day secondary schools. According to Mutongi (2009), people’s perception has changed drastically since the 1990s and indeed, increasingly saw commuters as thugs, engaging in excessive behavior. They are known to use misogynistic language, rudely handle passengers, play loud music and drive at dangerously high speeds, (Mutongi 2009). Some thrive on peddling drugs to the students.

Most day scholars commute to and fro school by the kaponyas, and the kaponya culture has indeed had an effect on their behavior. They offer girls free rides to and from school, expecting them to pay back in kind, leading to immorality, lateness to school and chronic absenteeism. Could this be a cause of indiscipline in public day schools? The study sought to establish this.

In a bid to develop a secret code with which to identify themselves, the youth in Zambia coined the language Slang - Nyanja' (Momanyi, 2012). Slang - Nyanja' is a mixture of Chewa and English words, and incorporates other ethnic Zambian languages too. Githiora (2002), notes that the code originated in the less affluent and slum areas of Eastlands of Lusaka, and that Slang - Nyanja' is not only spoken by students outside their formal classroom setting, but is also now heard among P.S.V drivers, conductors, Street-hawkers and even in the popular media, (www.enwikipedia.org).

Slang - Nyanja' disempowers the outsider and makes the group assert their identity, (Momanyi, 2012). According to Craig (2012) young people leaving in shared and cramped conditions of Lusaka's informal settlements spoke in Slang - Nyanja' when discussing things they didn't want their parents to understand. The same could be replicated in Zambian schools where misdemeanors can be plotted by students' right under the teacher's nose by use of Slang - Nyanja', without having the slightest clue on what is being said. The study sought to establish whether Slang - Nyanja'-speaking drove students to misbehave.

2.3.3 Home-based factors.

All students are products of the society since they are born and reared there. The home environment plays a very big role in influencing their behavior at school. Docking (1980) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors in the home such as poverty, mobile phones, child abuse, broken homes and responsibilities at home that would go a long way in influencing students' behavior negatively.

Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status. Kimani, (2006:10) in her study, "An investigation of

major factors contributing to secondary school drop-out in Manyatta Division of Embu district,” noted that, “...*Coupled with increased levels of poverty in the country, parents find it prohibitive to provide food, shelter and healthcare, let alone educate their children.*”

Such families may not be able to buy their children school uniforms and textbooks. The temptation to steal from others to make ends meet is therefore indeed great. Assignments may not be done too, due to lack of space and lighting equipment, all of which are perceived as indiscipline in schools. Besides, students from poor families who cannot afford to pay for transport costs, walk long distances to school, thereby arriving late and exhausted.

In day schools, it is a common practice to flout the school dress code. Students wearing inappropriate clothes make the school look bad. Sineleb (2011) asserts that, “.... *Uniforms in public schools reduce economic and social barriers between students, encourage discipline and affects positive attitude by increasing self confidence, school pride and a sense of belonging. They create a safe environment in school.*”

She adds that, learners can then focus more on their school work and less on what their peers are wearing. School dress code has always been a controversial topic, especially in the USA, where since the 1960s when it began adopting school uniforms, they are yet to be embraced throughout the country, notes Sileneb (2011).

Day school students live in their homes where they are expected to carry out duties on a daily basis. Too much household chores may lead to what teachers may term as

indiscipline, when because of the chores, assignments are not done or learners report late to school. Such activities disrupt normal school routine, (Wangai report, 2001). Day scholars come in handy in their homes whenever such activities beckon. It is therefore not unusual to find them engaged in such activities before attending school or during official school hours. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive household chores before going to school. This study aimed to find out whether this could be a cause of indiscipline in public day secondary schools.

Mobile phones are very useful gadgets, but when smuggled into school, may be a source of severe indiscipline. A majority of day school students carry their mobile phones to school. Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams, Kwajo (2011). This is a malpractice that is a big headache in many countries. Siringi (2011) notes that some parents facilitate cheating by bringing mobile phones to students in boarding schools during the prayers day ahead of the start of the exams. In the year 2011, ten university students were arrested for attempting to send exam questions on phone to candidates sitting GCE exams, (Mutambo and Muindi, 2011).

Muindi (2012) quoted the ECZ secretary, Paul Wasanga, lamenting that the use of mobile phones in exam centers was indeed the greatest challenge they were facing in curbing examination irregularities. Walteym (2011) reveals that with mobile phones, one can do a lot of things as well as cheat in exams, since most phones are internet-enabled. It was observed in the report of the Departmental Committee of Education that such phones divert students' attention and concentration during class hours. They also relay inciting messages to colleagues in other schools as well as spread fear among colleagues, (Kenyan National Assembly, 2008; 39). For day school students, the temptation to carry

phones to school is indeed great. Could this be a major cause of indiscipline in day schools? The researcher sought to establish this.

Causes of indiscipline among children are rooted in parenting methods to a large extent. Experts have found out that children with behavioral problems usually have parents who possess ineffective discipline techniques, (<http://education.jiva.com>). How parents handle children in the formative years has a great impact on their discipline later in life, reports (Kenyan National Assembly, 2008). Indeed Padilla (2012) maintains that, this is the main contributor to the children's development is the family. It is the main source of influence and the social structure in which children obtain their value system. A number of indiscipline cases could be attributed to absentee parents who abdicate their parental responsibilities to ayahs and housemaids, (Wangai report, 2001).

The Guyana Responsible Parenthood Association (GRPA) executive director in Southern America, Chan (2010) is adamant that lack of proper parental guidance is a main contributory factor for indiscipline. Speaking at the recently held open forum to promote safe acceptable behavior and positive values in schools at the Guyana International Conference Center, she said that parents have to first understand their children before they embark on addressing their problems. This helps to avoid a communication gap which allows children to venture into various types of negative behavior. Parents are cautioned to avoid excessive control of their children because this breeds rebellion in form of withdrawal and criminal behavior. Griffin (1994) notes that, students resent unrealistic restriction against them, and where a parent may be winning physically, he would certainly be losing psychologically, because the children would rebel. The researcher attempted to establish whether poor parenting influences indiscipline in public day secondary schools.

The causes of indiscipline among learners are many and varied. Many studies done in Lusaka have cited drug and substance abuse as the leading cause of indiscipline among learners. Kamau (2008), in her study, “factors contributing to drug abuse in public boarding secondary schools in Eastlands, Lusaka,” only looked at drug and substance abuse. Similarly, Okemwa (2007) in her study, “An investigation into the extent of drug abuse in public secondary schools, Lusaka division of Lusaka, province,” based her study on drug abuse. Ikambili (2003) researched on “Bullying in public mixed day secondary schools in Lusaka Province,” she focused on bullying only.

As it is, none looked at other possible factors that may influence indiscipline among learners in public day secondary schools. This study therefore, sought to find out other major causes of indiscipline in Public Secondary Schools in Lusaka, with a view to finding a solution.

2.4 The modern scheme of discipline versus the traditional scheme in tackling indiscipline in schools

Mbiti (2007:83) maintains that discipline is the capacity that enables the individual to use the voice of reason in making the right decision, even when the natural desires are pulling in the other direction. Silsil (2010:292) is of the same opinion that indeed it is a system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner. In the face of all these unrests in Zambian schools, this is what is being advocated to handle indiscipline cases as opposed to the traditional method of discipline.

2.4.1 Traditional scheme of discipline

The traditional scheme of handling indiscipline was based on the idea that the child was born naturally bad. As such, all children were naturally inclined to do evil unless

they were controlled properly by adults, either through harsh punishment or rewards, Mbiti (2007:79). Those behind this view believed that physical punishment was a must since it worked wonders in deterring misbehavior in children for it successfully expelled the evil or bad tendencies. In their view therefore, discipline was seen as the process of expelling bad habits from the child through harsh punishment.

Ozigi and Ocho (1981) points out that there are people who believe strongly that an effective solution must involve the use of force to command obedience and orderly behavior. According to them, standards of discipline would progressively decline, thereby spelling disaster for society in the absence of punishment. Another aspect of controlling discipline was through rewards. Being rewarded was a practice which they found to be quite successful in yielding the desired behavior.

These two traditional aspects have some drawbacks. According to Mbiti (2007:81) research evidence shows that it is a hindrance to learning. He notes that physical punishment, for example, produces fear, anxiety, resentment and sometimes, hostility towards schooling in many children. Some people argue that punishment does not eliminate an undesirable behavior, but only suppresses or reduces it. Ozigi and Ocho (1981) argue that externally imposed discipline is no discipline at all, since the use of force does not stop offenders from repeating their offences, nor others from committing them.

This method is still rife in most schools in Africa, and in spite of the modern professional training they receive; many teachers in Africa are still sold on the use of the cane or other forms of physical punishment. Sometimes teachers and administrators tend to use excessive physical punishment, leading to permanent bodily injuries or even death. Njoroge (2011), in the Standard, dated 14th October, in an article entitled, “.who will teach teachers that caning pupils is wrong?,” lamented

the excessive use of corporal punishment in schools, where a student was brutally beaten after teachers discovered the name of her boyfriend scribbled on her hand.

Not only so in Zambia; in Bolivia, a culture of respect for children's rights does not exist. Daily life reflects the perception of children as being objects and their parents' property. A large part of the population still considers it normal to smack or beat children to discipline them. 40% of the teachers consider it necessary to apply physical punishment and praise it as very effective in instilling discipline, (www.unicef.org/.../children_1540.htm).

Corporal punishment, we must remind teachers, is illegal; it was banned in schools way back. Unfortunately, some teachers still think they have the right to use the cane. Teachers must therefore find alternative ways of dealing with indiscipline to correct the children's behavior, for it is true that rules cannot always be obeyed by every one without the existence of some form of control measure.

Recent studies have revealed that manual work and corporal punishment are the order of the day in Zambian schools. Mwaniki (2003) in his study, "Management of students discipline in secondary schools, the case of Migwani Division, Mwingi District," discovered that physical punishment in form of cutting grass, digging holes, cleaning floors and pavements, sweeping the paths, picking litter and weeding flowers was common in schools. Caning, warning and threatening were also administered. In the same vein, Mugambi (2005) found out through his study that manual work, corporal punishment, and suspension were very common in schools.

Therefore, teachers have tried to instill discipline in students through corporal punishment, manual work, as well as suspensions; yet we still hear of, read about and witness high forms of indiscipline in our schools, such as strikes, drug abuse,

class boycotts, and even setting schools on fire as documented on newspapers, (Okuthe, 2003). It is therefore in the same effort to instill discipline in schools that the modern scheme of discipline ought to be embraced fully in secondary schools.

2.4.2 The modern scheme of discipline

In modern times, efforts should be geared towards the development of an informed conscience within the individual person as part of his or her personality. As Mbiti (2007:83) explains, “...*A child whose informed conscience has blossomed obeys the voice of reason to do the right thing in any given situation, not because the rules says so, but because the individual is convinced that it is the right thing to do*’’. Discipline therefore, is learnt.

Padilla (2012) advocates for preventive discipline in line with the modern scheme, where the procedures that emphasize and rewards good behavior are upheld instead of punishing bad behavior. Ozigi and Ocho (1981) argue that a rational approach to the problem of indiscipline rather than an emotional one is the most effective way of dealing with disciplinary cases.

A lot of emphasis is put on the approval of good actions which are then easily internalized as good habits and disapproval of bad actions which are easily abandoned as bad habits. Positive and negative reinforcement do encourage good behavior while discouraging indiscipline, (www.indiaparenting.com). This forms a sound basis for character training. Mbiti, (2007:85) maintains that positive reinforcement should be encouraged through words of encouragement, house-point awards and giving special privileges among others; this encourages the internalization of good character habits. In a school or family situation, negative reinforcement in the form of detention after official school hours, isolation from the group, paying a fine and withdrawal of privileges deters bad behavior.

In the modern viewpoint, a lot of emphasis is placed on guiding the individual child to be responsible in making his or her decisions through the use of reason, for with informed conscience, they would be able to make reasonable decisions. The modern scheme must avoid the harsh punishment advocated by the traditional scheme. These two methods show that it is not necessary for teachers to use physical punishment as the one and only method of discipline control, (Mbiti, 2007). This study therefore seeks to find out whether the modern scheme of discipline has been embraced in the public day secondary schools to enhance discipline.

2.5 Positive approaches used in dealing with indiscipline in schools.

Going by the modern scheme of discipline, these are some of the ways in which head teachers and teachers can effectively infuse and control discipline in schools:

Guidance and counseling

One method of maintaining students discipline is through guidance and counseling. Mbiti (2007:90) defines guidance as professional advice given to someone to enable him to make informed choices so as to adjust or cope with different challenges in life. The purpose of guidance is to promote the growth of the individual in self-direction and to facilitate personal development. According to Kochhar (1990:13) guidance does not aim at solving problems for the individual; rather, it helps them to solve them. It is therefore all about the individual, not the problem. Yadav, (2005:19) observes that it is a system of help given to students so that they are able to help themselves recognize and use their inner resources to set goals, to make plans and to work out their own problems of development.

One line of thought in the Ministry of General Education is that G&C should be taken seriously to eliminate student's unrests in schools. Indeed several commissions, task forces and presidential working-parties established after independence, have

supported guidance and counseling programs in schools. The report of the task force on student discipline and unrest (Wangai report, 2001:61), gave a strong recommendation for the appointment of teacher counselors for every public school. Popular areas students are offered services on include Educational guidance, Vocational guidance and Social counseling.

School-based family units program

The Ministry of General Education has laid emphasis on strengthening guidance and counseling. One method of enhancing G&C has been the introduction of school-based family units in secondary schools. Wangai report (2001:30) strongly recommended that schools adopt a system of school mentor, whereby, a teacher would be in charge of a specified number of students, and would work with this group as a parent. The Kenyan National Assembly (2008:53) also recommended schools to adopt a system of student mentoring where a teacher worked with a group of students as a teacher parent. Kochhar (1990:20) notes that a large number of students come to school from homes which have fallen short of providing for them adequately as far as dealing with their problems is concerned.

The same view is upheld by Padilla (2012) who maintains that, without proper family structure, many adolescents struggle to acquire efficient social and academic skills. He laments the subjection of family life to severe strains by the accelerated changes in society, impacting the development of many children. According to Kochhar (1990), the home is no longer in a position to provide the child the kind of support and help as it once did in the earlier days when communities and families were more intimate. Also increasingly absent, is the lack of a listening ear in form of sympathetic adult siblings, friendly aunts and grandparents who can be turned to.

It is true the nature of family life has changed drastically, and as such, children have to depend on other institutions to develop fundamental skills. One such institution is the school; for it is the one institution beyond the family that has the greatest influence on the development of children, (Padilla, 2012).

According to Ngwiri (2007), school based family units are of great importance since they encourage consultation, help unearth the underlying causes of misbehavior and provide a listening ear to those students seeking attention and suffering from feelings of rejection. School-based family units, if well programmed in schools, can go a long way in curbing indiscipline. Family units are at work in some schools. The study attempts to establish whether family units have been embraced in Public Secondary Schools in Lusaka to enhance discipline.

Teaching Life skills education

Another method of maintaining students discipline in schools through preventive measures is the teaching of life skills education. This is done in class through normal teaching or learning sessions.

The modern scheme of discipline maintains that discipline is learnt. It further advocates the development of an informed conscience within the individual person as part of his or her personality. Life skills education goes a long way in achieving this end since it imparts techniques for positive behavior on students. K.I.E (2006) agrees that life skills education indeed goes beyond the provision of knowledge and information. K.I.E (2006) defines life skills as abilities which enables an individual to develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life.

There are many challenges facing children and the youth as a result of the fast changing world. Rungu (2008) in her study, “Factors influencing implementation of Life skills education in primary schools in Lang’ata Division, Lusaka province,” lists these challenges as negative pressure, gender bias, early marriages, teenage pregnancies, indiscipline, poor career choices, early sexual debut, drug and substance abuse, rape, incest and H.I.V/AIDS. Such problems render the youth vulnerable to health risks.

Skills imparted to learners include interpersonal skills, skills of making effective decisions and skills of knowing and living with oneself, (Kenyan Institute of Education, 2006). They are imparted to learners through various methodologies, such as role plays, brainstorming, storytelling, song and dance, games, puzzles, miming and riddles among others, (Kenyan Institute of Education 2006). A purposeful commitment to teaching life skills can lead to self-discipline and where this reigns among students in schools, indiscipline is unheard of. One reason for undertaking this study was to find out whether public day secondary schools have embraced Life skills Education to complement the existing intervention methods in curbing indiscipline.

The school recreation program as a discipline tool

The school recreation program can be used as an effective tool for curbing indiscipline. Students have to be involved very actively in co-curricular activities to channel their negative energy into positive and productive behavior, (Chan 2010). Search activities go along way in relieving tension that could burst into undesirable incidents, (Mbiti, 2007). Indeed a report on Causes, Effects and Remedies of indiscipline in secondary schools in Central province, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must

establish a rigorous recreation program, and all students must be encouraged to participate.

2.6 Summary

A lot has been said about indiscipline in our learning institutions. This issue has been discussed widely in Zambia. Concern about this has led to the setting up of various committees to map the way forward. Why then is indiscipline among learners in public day secondary schools still a problem in our country? Have the positive strategies of enhancing discipline taken root in our public day schools? This study is aimed at answering these questions.

The literature review has mainly discussed factors which influence indiscipline in public day secondary schools, and the alternative strategies being put in place to arrest indiscipline. They have been critically examined as causative factors that contribute to indiscipline and have a negative influence in learners' behavior.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the design of the study, the location, the description of the target population, sample size and sampling techniques, the research instruments, data collection procedures, data analysis techniques and ethical consideration.

3.1 Research design

According to Mugenda and Mugenda (2012), survey comprises studies that investigate social issues in a cross-section of the population at a particular point in time. In this method, they note that the investigator collects information that describes, explores and quantifies social phenomena, particularly issues, conditions and problems that are prevalent in society.

This study utilized an exploratory approach using descriptive survey design to achieve an in-depth analysis of how the various factors prevailing in students' homes, environment and schools influences learners' behavior at school.

Orodho (2009:127) notes that a survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This method enabled the researcher to acquire information from findings that can be presented as being a representation of the population as a whole. With survey design, the researcher attempts to generalize from the sample observations to the population from which the sample was drawn, (Orodho 2009:44). It was therefore quite useful in collecting data on various factors that influence learners' behavior at school.

3.2 Locale of the study

The study was conducted in Lusaka District, Zambia focusing on eight (8) public day secondary schools, funded and supervised by the government. These public day schools mainly served students hailing from the province. The district was preferred for this study for the following reasons:

- i) Most public secondary schools in the district were easily accessible public day schools, hence, a ready population.
- ii) The researcher was very familiar with the district.

3.3 Target population

Mugenda and Mugenda (2012:326) defines target population as the particular entity of people, objects or units to which a researcher can reasonably generalize his or her research findings. The target population for this study covered 1,108 subjects from 8 Public Secondary Schools in Lusaka District. These schools were categorized as Boys secondary schools, Girls secondary schools and mixed day secondary schools.

Here is a breakdown of targeted Public Secondary Schools in Lusaka for this research:

Table 3.1: A breakdown of Targeted Public Secondary Schools in Lusaka District.

Type of school	No of schools	Target Population
Boys day schools	2	410
Girls day schools	4	494
Mixed day schools	2	204
Total	8	1108

Target population of this study constituted 8 deputy head teachers, 22 Grade 9 class teachers, 8 teacher counselors and 1,070 Grade 9 students, all in the 8 public day

secondary schools in Lusaka district. The researcher selected Grade 9 class because it is a transition class. Most indiscipline cases emanate from this class, since early adolescence is a time of significant biological changes along with social transition, characterized by daring behaviors, (Padilla, 2012). Students were also useful since they were the ones who directly participated in the various forms of indiscipline.

Class teachers were involved since they interacted with students in many different situations, and were in constant touch with them. As such, they knew the students at personal level. They therefore provided useful information concerning the study.

Teacher counselors too formed part of the study since they were the pillars of guidance and counseling programs in schools. They were preferred because of the close contact they had with students. The deputy head teachers of schools were the custodians of discipline. According to Silsil (2010:126) it was the duty of the deputy head teacher to ensure that proper discipline was maintained in school.

The study only concentrated on public day secondary schools and not boarding schools, since the day scholars were the ones in constant touch with their homes and physical environment.

3.4 Sampling techniques and sample size

3.4.1 Sampling techniques

Purposive sampling was used for the schools since all the public day secondary schools were studied. To select a sample of grade 9 students from each school, systematic sampling was employed. This is a technique involving the direct selection of subjects or other primary sampling units from the sampling frames that is listed progressively, (Mugenda, 2008:189). Students were selected systematically by picking names from the class lists whereby every 3rd name was selected until the desired number of students was obtained. This ensured each sample had an equal

chance of being included in the sample, hence no deliberate bias. It was also not possible to take the data from all the grade 9 classes in the school.

Therefore a total number of 336 students from the sampled schools participated in the study. The samples of deputy head teachers and teacher counselors were obtained through purposive sampling. Therefore, a total number of 8 deputy head teachers and 8 teacher counselors were respondents in the study. Where we had more than two grade 9 streams in the school, simple random sampling, (lottery technique), was used to select two class teachers from each school to participate in the study.

3.4.2 Sample Size

It is defined as the number of units, subjects, objects or items in the sample which determines the precision with which parameters are estimated and hence the accuracy of the inferences made from the sample data to the population, (Mugenda and Mugenda, 2012:288).

The researcher selected eight (8) public day secondary schools. All the eight schools constituting were involved in the study. Eight (8) deputy head teachers from the eight (8) sampled schools participated in the study. Forty two (42) grade 9 students, two (2) Grade 9 class teachers and one (1) teacher counselor per school, were selected for the study.

Therefore the entire student population was 336, teachers' population 24, and the deputy head teachers were (8), all from the 8 selected public day schools. The entire sampling matrix therefore yielded a total sample size of 368 for the proposed study. This made a total number of 368 respondents. Sample size distribution is illustrated in the table below.

Table 3.2: Sample size distribution.

Category of school	Total in district	No. of selected schools	No of Students Selected	No. of teachers selected	No of deputy h/teachers selected
Boys day schools	2	2	84	6	2
Girls day schools	4	4	168	12	4
Mixed day schools	2	2	84	6	2
	N= 8	N=8	N= 336	N=24	N=8

Source: Author's (2020).

3.5 Research Instruments

In this study, interview schedule and questionnaire were used.

3.5.1 The Questionnaire

This is an instrument used to gather data which allows measurements for or against a viewpoint. It is a very fast way of obtaining data and has the ability to collect a large amount of information in a reasonably quick space of time. With questionnaires, there is greater uniformity hence greater compatibility in the responses, (Orodho (2009). A well designed questionnaire makes the researcher's work easier and improves the quality of data obtained, (Sudman and Bradburn, 1982).

For the study, the researcher used both the unstructured open- ended and structured close ended questions. Structured close – ended questions are questions which are accompanied by a list of possible alternative versions from which the respondents are required to select the answers that best describes their opinions, (Orodho 2009:160). In developing the questionnaires, structured questions with a list of possible alternatives were used since they were easy to compute and analyze. Open- ended questions are the type of questions in which the respondents are given complete freedom to express their views about a particular phenomenon, (Orodho, 2009:159).

They enrich structured questions thus adding quality to the data collected. They also permit greater response, giving a respondent an opportunity to give an insight into their feelings, deeper motivations, interests and decisions.

The level of literacy of the anticipated respondents was high, making it appropriate for the target population. The questionnaires sought the class teachers' and students' views on the prevailing factors that influenced students' indiscipline in schools, the nature of indiscipline displayed by the students and methods used by the schools in handling indiscipline problems in public day secondary schools. They also responded to the strategies that should be adopted to improve discipline in schools in Zambia.

The questionnaires also sought the teacher counselors' views on the most common indiscipline cases in the schools and the challenges facing G&C in schools.

3.5.2 The interview schedule.

This is a set of questions an interviewer asks when interviewing respondents, (Orodho, 2009:56). Here, the researcher seeks answers to a set of pre-conceived questions through personal interviews.

They usually yield high response rates. Thomas (2009) points out that a great deal is provided by this personal contact, because the interviewee responds to the interviewer in bodily presence, unlike the way they would react to the questionnaire. This was administered to the deputy head teachers to obtain their views on factors influencing indiscipline and the strategies adopted to enhance discipline and the way forward.

3.6 Pilot Study

The researcher conducted a pilot study in which the instruments of the study were pre-tested before the main study. In pre-testing, three Public Secondary Schools in a different district, whose circumstances are similar to Lusaka district, were selected.

The researcher administered the instruments to 78 grade 9 students; six grade 9 class teachers, three teacher counselors and three deputy head teachers. This was done to establish the instruments' validity and reliability.

3.6.1 Validity

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represents that concept, (Orodho, 2009). Lovell and Lawson (1971) note that a technique is valid if it measures what it is intended to measure. Thomas (2009:107) confirms that it is the degree to which the instrument measures what it supposed to be measuring. The researcher sought experts opinion from the teachers of English as to the relevance of the content used in the questionnaire and interview schedules. They examined them individually and provided feedback to the researcher. Their recommendation was incorporated in the final questionnaire and interview guides.

3.6.2 Reliability

The pilot study was used to estimate the reliability of research instruments. Orodho (2009) observes that it concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. It is the degree to which an instrument measures the same way under the same conditions with the same subjects. According to Thomas (2009:105), it is the extent to which a research instrument such as a test, gives the same results on different occasions.

In order to ensure reliability of the instruments in the study, the following steps were followed using the test- retest method:

- a) Select identical subjects for the study from three schools in a different district similar to Lusaka.

- b) Administer the instruments to the subjects.
- c) Score the questions manually.
- d) Administer the same instruments again to the same group of respondents after two weeks, while keeping all the initial conditions constant, (Mugenda, 2008).
- e) Analyze the responses manually.
- f) Finally, compare answers made in (c) and (e) and analyze.

This showed to what extent the responses were consistent. Spearman rank order correlations were employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instruments were administered. Correlation coefficient (r) of about 0.75 was considered high enough to judge the reliability of the instrument, (Orodho, 2009:183). The coefficient was high, therefore, the tool was said to yield data that had high test-retest reliability, (Mugenda, 2008:251).

3.7 Data collection techniques

The researcher obtained a research permit from the office of the president authorizing her to collect data from Public Secondary Schools in Lusaka District. The researcher then went to the District Education Officer, Lusaka District to further seek permission to carry out the research. She then made an earlier visit to the schools to establish a rapport and seek permission from the head teachers to collect data from their respective schools. On the second visit, the researcher personally administered questionnaires to both the teachers and students in the staffrooms and classrooms respectively. As the questionnaires were being filled, the researcher interviewed the deputy head teachers, after which all the students' questionnaires were collected. Arrangements were then made on when to collect the teachers' questionnaires for

those who may not have completed. On the third visit, those administered to the teachers were collected.

3.8 Data analysis and presentation

The data analysis process involved editing, organizing and summarizing data extracted from the instruments, concerning factors influencing indiscipline in public day schools, the nature of indiscipline and the methods adopted by the school to handle indiscipline cases.

The researcher brought out meaningful observations made during the study. The data was analyzed descriptively by means of descriptive statistics which organized data in tables, frequencies, pie charts and percentages. For the qualitative data, the textural material generated in interviews was analyzed by the use of analytical technique known as thematic analysis. The findings were then narrated by using tables, graphics and direct quotations. The techniques were convenient in giving a general overview of the problem under study. They also made it easy to draw conclusions and make recommendations for the study. The researcher then made conclusions and gave recommendations for future action and research.

3.9 Ethical considerations

Permission was sought from the relevant authorities, after which the researcher visited the schools to establish a rapport and explain the purpose of the study. She then made appointments for the administration of the research instruments and data collection. All participants were reassured that what they had divulged was to be treated with utmost confidentiality and was never to be used against them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents analysis and discussion of data collected using questionnaires and interviews. The study was conducted in 8 Public Secondary Schools in Lusaka District. The target population consisted of 1108 respondents. Out of this, a sample of 368 respondents was taken. Questionnaires were distributed to 360 respondents and 8 deputy head teachers were interviewed. The objectives of the study were:

- i) To establish the nature of indiscipline in Public Secondary Schools in Lusaka District.
- ii) To investigate the major causes of indiscipline among students in Public Secondary Schools in Lusaka District.
- iii) To assess the positive measures/strategies being put in place to arrest indiscipline among students in Public Secondary Schools in Lusaka District.
- iv) To seek suggestions on measures that could be taken to curb students' indiscipline in Zambian secondary schools.

The presentation and discussions were in line with the objectives.

4.1 Questionnaire Return Rate

The questionnaires were administered to 360 respondents while 8 deputies were interviewed. However, 4 questionnaires were incomplete. The return rate was as shown in Table 4.1

Table 4.1 Questionnaire Return Rate

Study participants	Targeted	Actual	% Return rate
Students	336	334	99.4
Class teachers	16	14	87.5
Teacher counselors	8	8	100.00
Deputy head teachers	8	8	100.00

Source: Author (2020)

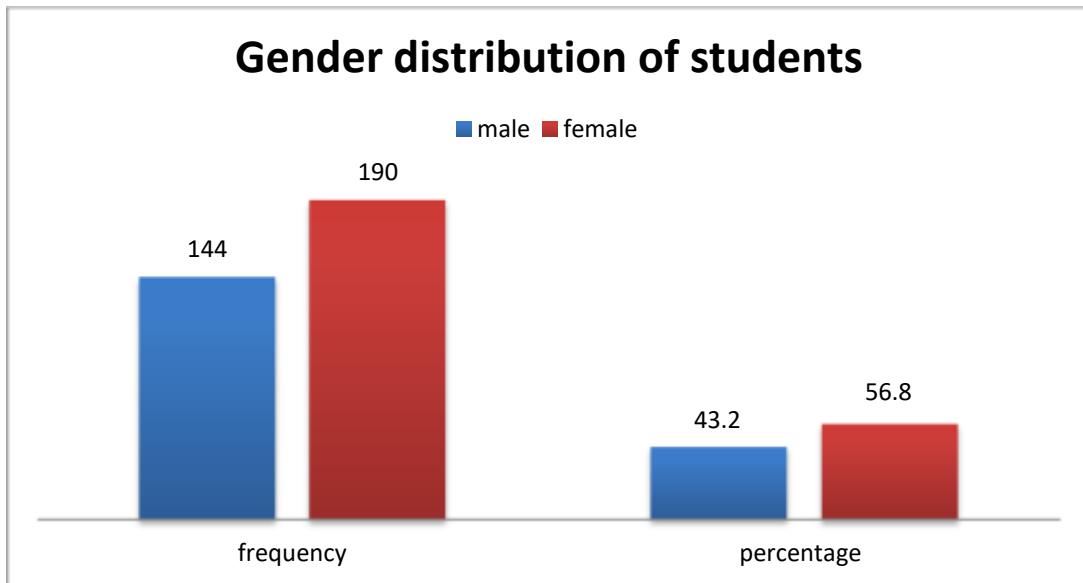
Therefore, the overall questionnaire return rate was 98.9%.

4.2 Demographic Information of the Respondents

In this section, the demographic characteristics of the respondents in the study was presented based on sex, age, level of education and work experience.

4.2.1 Gender Distribution of Students

The study sought to establish the gender of the respondents. Respondents were asked to indicate their gender. The study was used to determine gender of respondents to describe the population trend in which boys and girls enrolled in Public Secondary Schools in Lusaka District. Response was as shown in figure 4.1.



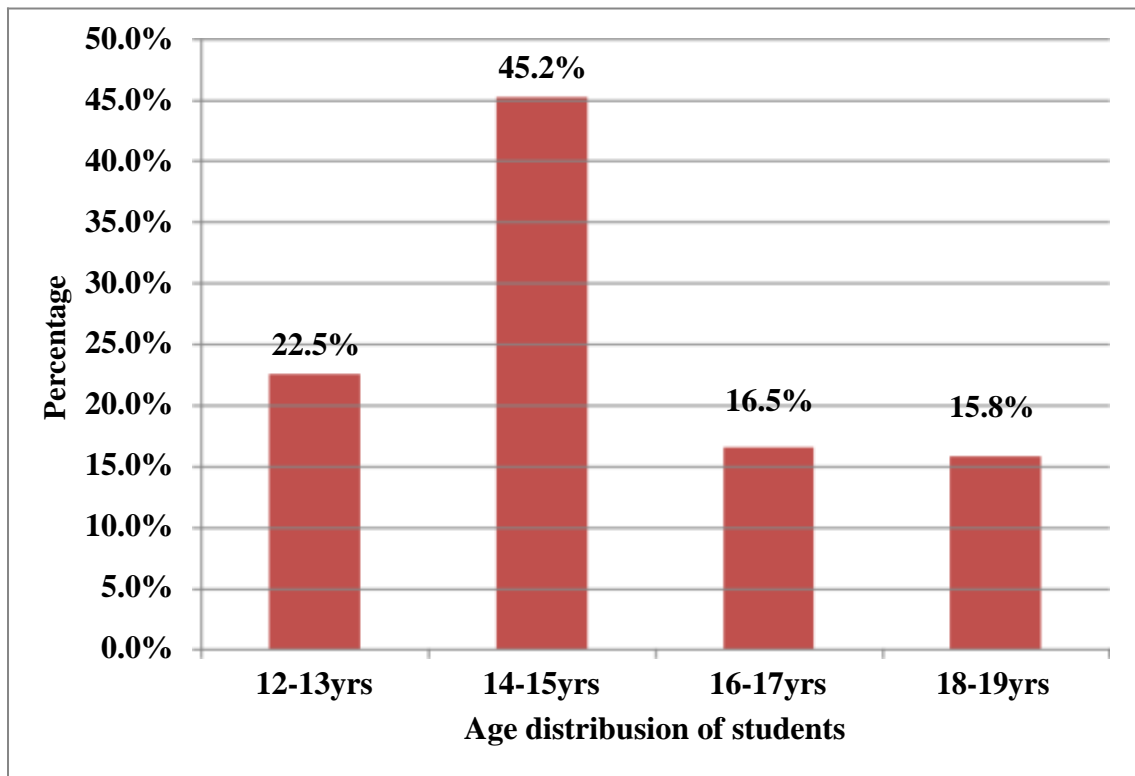
Source: Author (2020)

Fig 4.1 Gender of the Students

As shown from figure 4.1 above, majority, 190 (56.8%) of the respondents were females, while only 144 (43.2%) were male respondents. This may imply that more female students enroll in day secondary school in Lusaka district, compared to the male students. This is probably due to the fact that there are more female in population than boys, that is just the researcher's assumption.

4.2.2 Age Distribution of Students

The age of students was of interest in this study. Respondents were asked to indicate their ages. The ages of students in years are shown in figure 4.2.



Source: Author (2020)

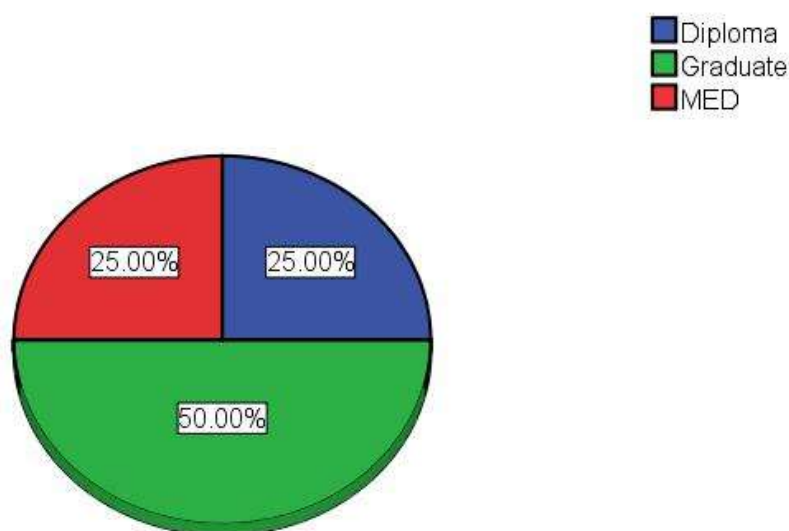
Figure 4.2 Age Distribution of the Students

The figure above shows that the majority of students (45.2%) in the study were aged between 14 and 15 years with a fairly big number ranging between 16 to 17 years. This implies that most students in these age brackets are adolescents; a critical age group largely associated with indiscipline problems. In the process of asserting their independence, they misbehave. Padilla [2012] maintains that indiscipline cases indeed, emanate from this age group, since early adolescence is a time of significant biological changes along with social transition, characterized by daring behavior. Therefore, such students require certain measures to mould their character in school.

4.2.3 Educational qualification of Teacher Counselors

Discipline management in learning institutions requires a staff with high academic qualifications. The researcher sought to establish the academic qualification of the

respondents. This was done by asking the respondents to state their level of education and the results are as shown in figure 4.3 below.



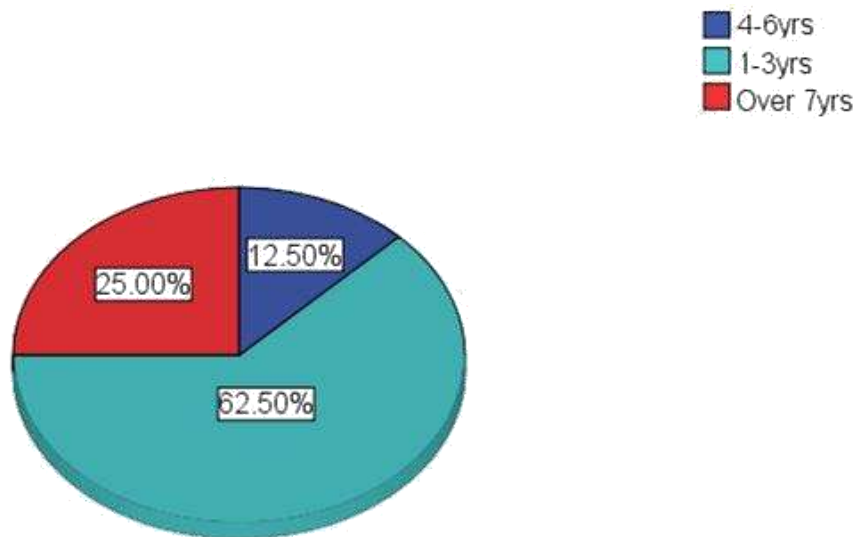
Source: Author (2020)

Figure 4.3 Educational qualifications of Teacher Counselors

As indicated by figure 4.3 above, 4 (50%) of the teacher counselors were graduates. Those who had diploma and masters were only 4 teachers. These were each represented by 25%; an indication that most teacher counselors had high qualifications. Ndirangu (2000) stresses that teacher counselors should be well-educated so as to be able to handle the challenges they find in their work.

4.2.4 Working Experiences of Deputy Head Teachers.

Eight deputy head teachers also took part in the study. They were asked to state their working experiences. They responded as shown:



Source: Author (2020)

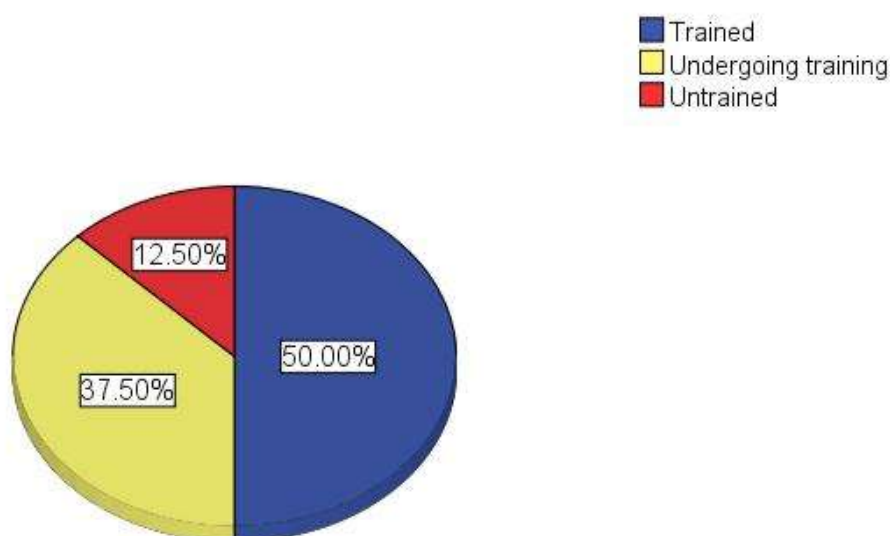
Figure 4.4 Working Experiences of Deputy Head Teachers

From the table above, it is clear that the majority [62.50%] of the deputy head teachers had a working experience of less than 3 years, with 12.50% having a working experience of between 4-6 years. However, only 2 teachers had a working experience of over 7 years, represented by 25.00%.

This shows that, the majority of deputy head teachers have not been in their current schools for long. The fairly low experience of the deputies may have compromised their effectiveness in handling indiscipline. Indeed, Montgomery [1989] argues that, “..... *experience is the best teacher.*” Thus any lack of experience as deputy head teachers may be one of the reasons why they have not developed appropriate mechanisms of adequately dealing with indiscipline in their schools.

4.2.5 Teacher Counselors: Training in Guidance and Counseling

Upon being asked whether they had received training in guidance and counseling, the teacher counselors responded as shown in figure 4.5 below.



Source: Author (2020)

Fig 4.5 Teacher Counselors: Training in Guidance and Counseling

The study established that 50.00% of the teacher counselors were trained while 37.50% were still undergoing training. However, only one teacher counselor was untrained, represented by 12.50%.

Discipline management in a school requires a team with qualification in guidance and counseling who are able to control and direct moral status of students. According to Fuster (2000), training in counseling is important as it imparts attitudes and skills vital in the profession. All teacher counselors should be equipped with skills and knowledge so as to strengthen G&C in schools. Adequate training of the teachers ensures this. Teacher counselors in Lusaka district will be adequately prepared for their clients after the current batch completes training.

4.3 Findings and Discussion

4.3.1 The nature of Indiscipline in Public Secondary Schools in Lusaka District.

The study sought to establish the nature of indiscipline cases in secondary schools.

The respondents were asked to identify the forms of indiscipline cases experienced in their schools.

Table 4.2 Disciplinary Problems Experienced in Public Day Secondary Schools as reported by Students (n=334) and Class Teachers (n=14)

Disciplinary Problem	Student		Class	
	Freq.	%	Freq	%
Use of slang	296	88.6	12	85.7
Stealing	263	78.7	11	78.5
Lateness to school	264	79.0	9	64.2
Absenteeism	204	61.0	7	50.0
Possession of mobile phone	160	47.9	5	35.7
Not doing assignments	158	47.3	9	64.2
Sleeping/Dozing in the class	155	46.4	4	28.5
Forgetting books needed in class	101	30.2	4	28.5
Not observing school dress code	54	16.1	7	50.0
Coupling/boy relationship	73	21.8	2	14.2
Sneaking out of school	47	14.0	3	21.4
Drunkenness	15	4.4	1	7.1
Smoking bhang and cigarettes	20	5.9	2	14.2
Assaulting /threatening teachers	13	3.8	1	7.1
Peddling drugs in school	11	3.2	0	0

Source: Author (2020)

As shown from table 4.2 above, majority 296 (88.6%) of the students reported use of slang language as an indiscipline problem in their schools. Lateness to school was reported by 79.0% , stealing by 78.7% , absenteeism by 61.0%, possession of mobile phones by 47.9%, failing to do assignments by 47.3% , dozing in class by 46.4% ,

forgetting books needed in class by 30.2%, coupling by 21.8%, not observing school dress code by 16.1%, and sneaking out of school by 14.0%. Smoking bhang and cigarettes, drunkenness, peddling drugs and assaulting /threatening teachers were also reported as indiscipline cases in the schools.

The class teachers concurred with the students' findings where a majority (85.7%) reported use of slang. Stealing was reported by 78.5%, not doing assignments and coming late to school by 64.2%, absenteeism and not observing proper dress code by 50.0% and having mobile phones by 35.7%. Others were sleeping / dozing in class and forgetting books needed in class at home by 28.5% , sneaking by 21.4%, coupling and smoking cigarettes by 14.2% , drunkenness by 7.1% while peddling drugs in schools was reported by none of the teachers at 0%.

The findings show that use of slang language at school ranked highest as reported by both the teachers and students by 85.7% and 88.6% respectively. Convergently, this is in line with Githiora (2002) who established that the Slang - Nyanja' code indeed originated from Eastlands in Lusaka where the youth used Slang - Nyanja' to communicate. Lusaka district is based in Eastlands where Slang - Nyanja' is the norm. Therefore students may not help but speak in Slang - Nyanja' . Craig (2012) emphasized that Slang - Nyanja' was used by young people when discussing things that they did not want other people to understand and could therefore be used by students to plan mischief right under the teacher's nose.

A majority of teachers and students were in agreement that stealing was rampant in their schools. This shows that stealing is rife in all the schools. Stealing is a vice catalyzed by poverty in the homes. According to the findings of the task force on student discipline and unrest in secondary schools, children who were given little or no pocket money for their basic needs were often tempted to steal from others,

(Wangai report, 2001:59). Similarly, Kabiru (2007) singled out theft as a very common problem in secondary schools in Kirinyaga district. He noted that food and water are basic human needs for survival and when humans are deprived of the same, the hunger and thirst drive compels them to seek for them by all means to satisfy these needs. This could be seen as a possible explanation to stealing as reported in this study. Theft is rampant because some students lacked basic needs and therefore stole from their classmates.

Reporting late to school is yet another indiscipline problem viewed by both teachers (64.2%) and students (79.0%) as quite common in schools. Day scholar students, unlike their boarding counterparts, live in their homes where they are expected to carry out duties on a daily basis. This implies that due to the chores, they do report late to school and do not do assignments among others. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labour-intensive household chores before going to school, making them arrive in school late and exhausted. In U.S.A, Jayson (2005) reported that more students had jobs and most of them worked at typical teen jobs such as in fast food restaurants and sales stores. Closer home, the findings in Wangai report, (2001) indicated that in this era of unemployment and high poverty levels, income - generating activities in some regions in Zambia indeed disrupted normal school routines. Moreover, walking long distances to school and the heavy traffic jams experienced on the city roads also contribute to lateness. Parents should be encouraged to assign light duties to day secondary school students while at home in order to report to school in time.

Mentioned among cases of indiscipline was dozing or sleeping in class, a view upheld by both the teachers and students. The findings are consistent with those of Kabiru (2007:51) who found out that dozing was quite prevalent discipline problem among

students. He suggested that teachers needed to be reminded of their most crucial role in motivating students by what they said and did in class as this affected the student's mental attitudes. Teachers ought to carry out their tasks with high degree of commitment since dozing in class could be due to lack of interest or the effect of drugs e.g. bhang. The scenario revealed laxity and possibly, lack of commitment amongst teachers to their work. Not sleeping much due to the chores in the night coupled with traveling or walking long distances to school and being held up in endless traffic jams could be aggravating this situation as these take toll on the learners.

Possession of mobile phones was cited by teachers and students as an indiscipline problem in day secondary schools. This suggests that for day school students, the temptation to carry phones to school is indeed great. When phones are smuggled into school, they may be a source of severe indiscipline. Similar findings were obtained by the Departmental Committee on Education, Research and Technology on the Inquiry into Students' unrest and strikes in secondary schools, which observed that such phones are used to relay inciting messages to colleagues within and other schools as well as spread fear among students, (K.N.A, 2008:39). Besides, it is a very effective device for cheating in exams (Siringi 2011), and viewing pornography, (Kwajo, 2011).

A majority of teachers and students cited absenteeism as a common indiscipline problem. According to Clyne (1961) whose research covered schools in America and Europe, absenteeism in under-developed countries, he noted, was due to lack of food and clothing and probably due to working outside school. Raju (1973) noted that the distance between home and the school can have a negative effect on school attendance.

Coupling (boy-girl) relationship was mainly reported in the two mixed secondary schools, probably due to fact that both sexes were in close proximity. There is a very close connection between coupling and early teenage pregnancies among secondary school students.

Teacher counselors and deputy head teachers were also asked to indicate the most common indiscipline cases in schools to which they responded as shown in table 4.3 below.

Table 4.3: Common indiscipline problems in schools: Deputy Head teachers' and Teacher Counselors' response

Common problems	Teachers Counselors		D/HT	
	Freq	%	Freq	%
Use of slang	8	100%	7	100%
Absenteeism	7	87.5	6	75.0
Lateness to school	7	87.5	7	87.5
Stealing	7	87.5	5	62.5
Dozing in class	5	62.5	4	50.0
Putting on mini skirt	4	50.0	6	75.0
Possessing mobile phones	3	37.5	2	25.0
Boy-Girl relationship	3	37.5	2	25.0
Fighting colleagues	2	25.0	1	12.5
Lesbianism	1	12.5	1	12.5

Findings from the table above indicate that, ranking highest in the list of teacher counselors was use of slang at 100% followed by absenteeism and lateness to school at (87.5%). Others were stealing at (87.5%), dozing in class (62.5%), putting on

miniskirts (50.0%), having mobile phones and coupling (37.5%), fighting colleagues (25.0%) and lesbianism at 12.5%.

Of the deputy head teachers who were interviewed, all (100%) reported speaking in slang. Lateness to school was reported by 87.5%, absenteeism and putting on of miniskirts by 75.0%, stealing by 62.5%, dozing in class by 50.0%, having mobile phones and boy / girl relationship by 25.0%, while fighting colleagues and lesbianism was reported by 12.5% of the respondents.

The findings from the above table corresponds with those obtained from teachers and students that cited use of slang language, reporting late to school, stealing, dozing in class, absenteeism and having mobile phones as the most prevalent cases of indiscipline in schools. However, putting on of miniskirts was reported by 75% of deputy head teachers as a serious problem emerging among female students, possibly due to poor role models in the society. Fighting fellow students was also witnessed in some schools. According to Ikambili (2003) in her study, “Bullying in public mixed day secondary schools in Lusaka province,” most students came from low income estates in Eastlands. She emphasized that such low income estates were also places where name-calling, physical fights and drug- taking were common. These vices could easily spill over into schools.

It is notable that 12.5% reported lesbianism as an emerging problem in the girls’ day schools. Apparently, some of the girls’ day schools are being upgraded to boarding schools, hence the vice.

4.3.2 The Major Causes of Indiscipline among Students in Public Secondary Schools in Lusaka District.

This was the second objective of the study. Table 4.4 shows factors influencing indiscipline in public day secondary schools.

Table 4.4: Factors influencing Indiscipline in Schools: Students' and Class teachers' response

Causative factors	Students		Class teacher	
	freq	%	Freq	%
Slang - Nyanja' - speaking	271	81.1	10	71.4
Responsibilities at home	265	79.3	10	71.4
Poverty	260	77.8	9	64.2
Kaponya menace	249	74.5	9	64.2
Lack of good role models	157	47.0	7	50.0
Mobile phones	152	45.5	4	28.5
Distraction by sugar daddies and mummies	98	29.3	3	21.4
Poor parenting	89	26.6	6	42.8
Inadequate meals	63	18.8	1	7.1
Lack of commitment by teachers	29	8.6	2	14.2
Drug abuse	22	6.5	2	14.2
Absentee Head teachers	10	2.9	0	0

Source: Author (2020)

From table 4.5 above, it can clearly be seen that factors influencing indiscipline, according to the students were, Slang - Nyanja-speaking (81.1%), responsibilities at home (79.3%), poverty (77.8%), kaponya menace (74.5%), lack of good role models (47.0%), mobile phones (45.5%), distraction by sugar mummies and daddies (29.3%) and poor parenting (26.6%). Other factors included inadequate meals (18.8%), drug abuse (6.5%), lack of teacher's commitment (8.6%) and finally, absentee head teachers (2.9%).

Similarly, a majority (71.4%) of the class teachers in the study agreed with Slang - Nyanja'-speaking and responsibilities at home as the main factors influencing indiscipline in public day schools. 64.2% agreed with poverty and kaponya menace, 50.0% agreed with lack of good role models, 42.8% reported poor parenting while 28.5% blamed mobile phones as a cause of indiscipline. Others included distraction by sugar mummies and daddies at 21.4%, drug abuse and lack of commitment by teachers at 14.2%, inadequate meals 7.1% and finally, none of the teachers reported absentee head teachers as a cause of indiscipline.

The class teachers concurred with the students those responsibilities at home and Slang - Nyanja' speaking were the leading causes of indiscipline in public day schools. This is a view upheld by the task force on student discipline and unrest in secondary schools, which found out that household chores and income-generating activities did indeed disrupt normal school routine. Desarrollo (2007), in Latin America found out that secondary school students with responsibilities of earning money for their families on a regular basis performed poorly. Reporting late to school, absenteeism and failing to do assignments due to chores, was therefore, most likely. It may not go unobserved that day school students live in their homes where they are expected to carry out duties on a daily basis. Slang - Nyanja', as had been noted earlier, disempowers the "outsider" and makes the "group" assert their identity. Slang - Nyanja' code has therefore, according to Craig (2012), been regarded as a tool and language of disobedience.

Ranked high as a leading cause of indiscipline is kaponya menace. 74.5% of the students and 64.2 % of the teachers blamed kaponya menace as a factor influencing indiscipline. Kaponya operators are known for all manner of bad things such as misogynistic language and peddling drugs to students. They could easily have a negative effect on students, reports Mutongi (2009). Day scholars commute to and

from school on a daily basis, and the kaponyas are the mode of transport used. Female students could be influenced negatively leading to immorality and lateness to school. This suggests that some of the indiscipline problems such as absenteeism, lateness and Slang - Nyanja-speaking are indeed aggravated by the kaponya menace.

A single factor such as poverty emerged as one of the leading causes of indiscipline. It is notable that 77.8% of the students reported poverty as influencing indiscipline, an indication

that lack of some of their basic needs may have led to the vice. This indicates that poverty indeed, contributed to stealing which is regarded as indiscipline in schools. Kimani (2006) in her study, “An investigation of major factors contributing to secondary school dropout in Manyatta division, Embu district”, found out that due to increased levels of poverty in the country, parents found it prohibitive to provide food, shelter and health care, let alone educate their children. Similarly, Ikambili (2003) noted that most students in public mixed day secondary schools in Lusaka came from low income estates such as Eastlands. Lusaka district is based in Eastlands. This implies some of the students may steal and assignments may not be done too, due to lack of space and lighting equipment at home.

4.3.3 Positive measures/strategies of arresting indiscipline among students

This research was directed towards addressing the approaches being put in place to counter indiscipline among students. Therefore, the respondents were asked to state the methods used in their schools to arrest indiscipline.

Table 4.5: Disciplinary Methods used in Schools as indicated by Students
(n=334) Class Teachers (n=14) Teacher Counselors (n=8) and D/HT (n=8)

	Students		Class T		T/C		D/HT	
	Freq	%	freq	%	freq	%	freq	%
Guidance and counseling	290	86.8	12	85.7	8	100	8	100
Teaching life skill education	260	77.8	13	92.8	7	87.5	8	100
Having School based Family units	38	11.3	2	14.2	1	12.5	1	12.5
Involvement in co-curriculum activities	231	69.1	7	50.0	6	75.0	5	62.5
Manual work	334	100.0	10	71.4	5	62.5	7	87.5

Source: Author (2020)

Students were asked to state what methods were used in their schools to arrest indiscipline. From the table, it can clearly be seen that all students (100.0%) reported manual work as the main method used in their schools to counter indiscipline. Guidance and counseling was reported by 86.8%, teaching life skills 77.8%, involvement in co-curricular activities 69.1% and having school based families at 11.3%.

Similarly, class teachers reported teaching of life skills as the main strategy used, (92.8%), followed by guidance and counseling (85.7%), manual work (71.4%), involvement in co-curricular activities (50.0%) and finally having school families at 14.2%.

According to the counselors, the most commonly used method was G & C by 100%, teaching life skills by 87.5%, co-curricular activities by 75.0%, manual work by 62.5% and finally having the school families by 12.5%.

The Deputy Head teachers when asked the methods they used to instill discipline, all reported both G&C and teaching of life skills, as popular methods used. Manual work was reported by 87.5%, involvement in co-curricular activities by 62.5% while family units was reported by 12.5%.

As indicated by the results, it is evident that G & C was the most widely used in curbing indiscipline as reported by the teachers, deputy head teachers and teachers' counselors. Indeed the report of the task force on student disciplines and unrest (Wangai report, 2006:61) gave a strong recommendation for the appointment of teacher counselors for every public school. Kariithi (2006) on, "Role of G&C in discipline maintenance in public secondary schools stressed that G&C is the most suitable method of instilling discipline among students, since it challenges the self and proposes alternative behavior to the children without hurting their ego. This is similar to the findings in the studies carried out by Ndung'u (2002) who advocated the use of G&C more often since it advocated for dialogue, discussion and reasoning together with students. This made them understand themselves and discover their strong and weak areas. Guidance and counseling should therefore be intensified in schools as a preventive disciplinary measure.

All the students (100.0%) gave manual work as a method popularly used to counter indiscipline, a view upheld by class teachers and deputy head teachers. This was consistent with the findings of Mugambi (2005) who found that the main intervention for indiscipline was manual punishment which was either major or minor, depending on the degree of severity of indiscipline. Manual work is used to prevent repetition of such incidents in schools and to set the victims as examples to other students to deter misbehavior. However in a study by Obure (1987) investigating the basic causes of strikes in secondary schools it was discovered that punishment of students may

cause a strike hence principals need to use punishment sparingly. Preventive measures like guidance and counseling should be used more often.

Equally top in the list as a method used in schools is the teaching of L.S.E. All the respondents reported this as a popular, method since L.S.E is taught in class through normal learning sessions. In K.I.E (2006), it is observed that L.S.E provides a foundation that empowers young people to overcome various obstacles by recognizing and managing risk situations through developing and sustaining positive behaviors. It goes a long way in equipping young people with the necessary knowledge, skills and attitude to effectively face challenges in their lives. L.S.E should be made mandatory in schools.

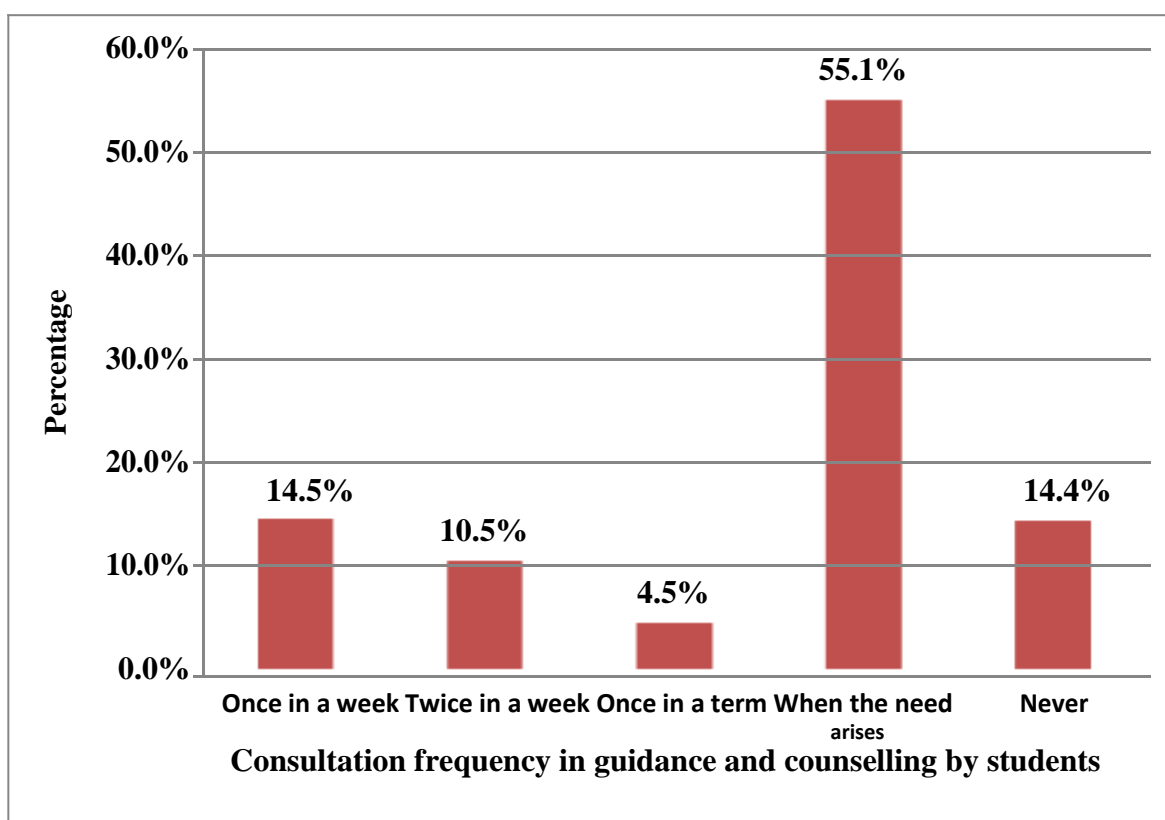
From the table above, the school-based family units have evidently not taken root in most schools in Lusaka District, yet such families are very important since they provide a forum for discussing issues and challenges affecting adolescents such as drug abuse, sexuality, peer pressure and coping with loss. According to the findings of Ngwiri (2007), such family units were of great importance since they helped narrow the gap between teachers and students, encouraged consultation and helped unearth underlying causes of misbehaviors among learners. Such families in secondary schools would go a long way in enhancing discipline.

Involving students very effectively in co-curricular activities can go a long way in enhancing discipline, since it relieves tension that could burst out into undesirable incidents. From table 4.5 above, all respondents agreed that this was one method used to curb indiscipline in schools is in agreement with Chan (2010) who maintains that all schools in Guyana supported sports, clubs and societies to channel student negative energy into positive and productive behavior. Lack of recreational programmes in

schools was indeed one of the causes of rampant strikes in schools in central province

4.3.3.1 Consultation Frequency in Guidance and Counseling by Students

Students were asked to state how often they went for counseling. Their response is captured in the subsequent figure as shown below.



Source: Author (2020)

Fig 4.6 Consultation Frequency in Guidance and Counseling by Students

The results from figure 4.6 above reveal that the majority of students (55.1%) only sought guidance and counseling when the need arose. This implies that adolescents were shy to share their problems with adults for fear of punishment or ridicule. This is an indication that many of their problems were swept under the carpet and therefore not resolved, thus minimizing the effectiveness of G&C as a strategy to curb indiscipline in schools. The findings by Kibui on, “Attitudes of secondary school

students towards seeking counseling help:

4.3.3.2. Suggestions on Improvement of Guidance and Counseling in Schools

Teacher counselors were asked to give suggestions on how to improve G&C. Their response was as shown in table 4.6 below.

Table 4.6: Suggestions on the improvement of G&C in Schools

Suggestions on improvement	freq	Percentage (%)
Provision of counseling rooms	8	100.0
Training in guidance and counseling	4	50.0
Allocating more time for counseling	5	62.5

Source: Author (2020)

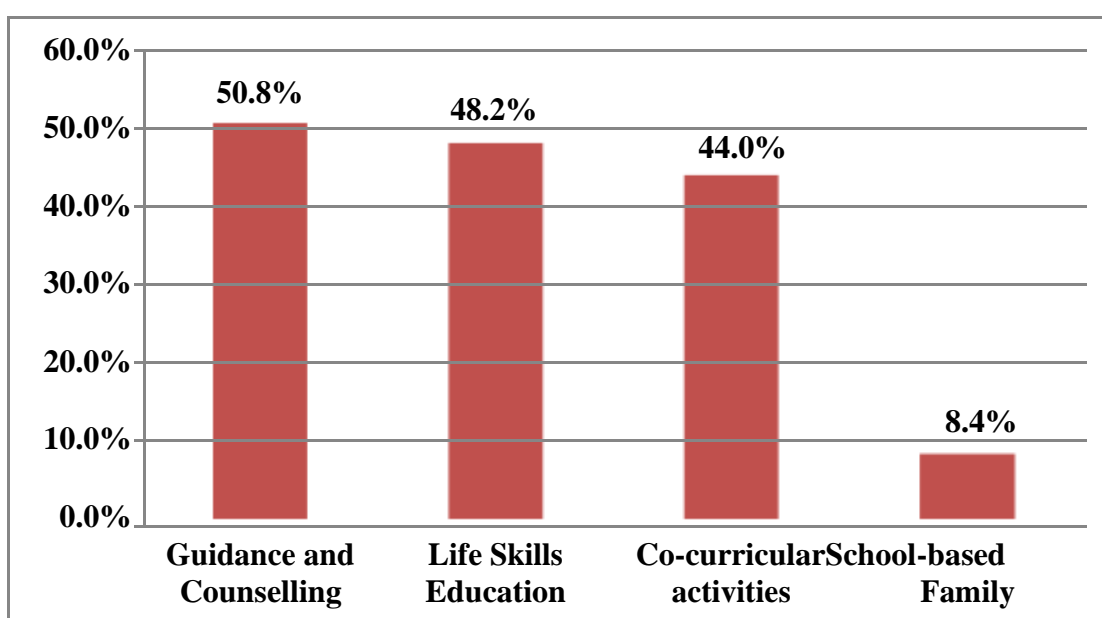
The table shows that all teacher counselors agreed that private rooms for counseling should be provided in the schools. 62.5% asked for more time to be allocated for counseling while 50.0% cited training of teacher counselors in G&C.

This implies that even though G&C was a measure widely used in schools, there were challenges in its implementation, a fact that could hamper its effectiveness as a way of curbing indiscipline. All the counselors should be equipped with skills and knowledge so as to strengthen G&C services. According to Dondo (1996), teacher counselors should have the physical facilities appropriate for their work. Such facilities include a private room which offers a relaxed comfortable atmosphere in

which they may communicate to students and others in confidence and without interruptions.

4.3.3.3 Effectiveness of G&C, L.S.E, School-based families and Co-curricular activities in curbing indiscipline

Learners were asked to state whether G&C, teaching of LSE, School - based families and Co-curricular activities had in any way helped in curbing indiscipline in their schools. Their response was captured in the figure as shown.



Source: Author (2020)

Fig 4.7 Effectiveness of Disciplinary methods of curbing Indiscipline in Schools: Students' response

More than half of the students (50.8%) indicated that G&C had helped them become more disciplined. This is consistent with Mugambi (2005) who found out in his study that G&C had helped students in Kenya to respect authority and had made them to understand why they were in school and what was expected of them while in school. However, there were challenges faced by teacher-counselors in Lusaka District.

This may explain why more indiscipline cases were still being experienced in day secondary schools in the district. If G&C is to succeed in schools, then resources need to be provided, teacher counselors need to be trained and their workload reduced, (Ndung'u, 2002).

Life skills is an effective approach in enhancing discipline as reported by 48.2% of the students, for through it, many skills are imparted to the learners such as interpersonal skills, decision-making and the skills of knowing and living with oneself, (K.I.E,2006). This, according to Rungu (2008), nurtured self-disciplined students as long as there was commitment in teaching life skills. Lack of adequate learning materials, lack of trained personnel and disinterest in L.S.E mitigates its effectiveness as a method, as Langi (2013) established.

Involving students in programmed co-curricular activities occupy them positively; idle students in any given set up would be a recipe for chaos as was found in the report on Causes, Effects and Remedies of indiscipline in secondary schools in Lusaka Region. Rahul maintained that an empty mind is a devil's workshop, but an idle hand is far much worse. Students therefore, must be kept occupied. Probably if adequate facilities are provided in the schools, their interest would be sparked into these activities.

4.3.3.4 Suggestions on the Improvement of Positive Strategies used in Schools

Class teachers and deputy head teachers were asked to state how the existing

strategies to arrest indiscipline could be further improved. They gave views on how to improve the various strategies as captured in the table as shown.

Table 4.7: Suggestions on the improvement of positive strategies used in schools:**Class Teachers and D/HT response:**

	CLASS TEACHERS		DH/T	
	F	%	f	%
School-based families				
i. Establishing mandatory school-based families.	5	35.7	4	50.0
ii. Programmed school family meetings.	2	14.2	1	12.5
Co-Curricular Activities				
i. Provision of adequate facilities	9	64.2	6	75.0
ii. Introducing a variety of clubs, societies and sporting activities:	12	85.7	7	87.5
Life skills education				
i. Mandatory L.S.E in Schools	13	92.8	8	100.0
ii. In-Service training for L.S.E Instructors	13	92.8	5	62.5
iii. Allocating 2 lessons per week for L.S.E	7	50.0	5	62.5
iv. Provision of adequate learning Materials	14	100.0	7	87.5
v. Motivating learners and teachers Positively towards L.S.E	11	78	4	50.0

Source: Author (2020)

Co-curricular activities are very important because according to Rahul (2008), students' energies when not properly utilized, find expression in violence, unrest and indiscipline. Ngwiri (2007) reiterates that family units if well-programmed, can go a long way in curbing indiscipline since they help unearth underlying causes of misbehavior among students. A purposeful commitment to teaching LSE can lead to self-discipline, and where this reigns among students, indiscipline is unheard of.

4.3.4 Seek Suggestions on Measures that could be taken to curb Indiscipline in Secondary Schools in Zambia

The study sought to propose strategic ways of minimizing indiscipline cases in Zambian secondary schools. Suggestions were sought from students, class teachers and deputy head teachers. The table below captures their response.

Table 4.8: suggestions on measures to curb indiscipline in secondary schools in Zambia.

	Frequency	Percentage
Students' response		
i) Educate parents on parenting	142	42.5
ii) Train teachers on L.S.E and examine it.	242	72.4
iii) Establish school-based families	110	32.9
Class teachers' response		
i) Co-operation between parents and teachers in maintaining discipline among students.	14	100.0
ii) Mandatory L.S.E in secondary schools	11	78.5
iii) Introduction of mandatory school-based families	5	35.7
iv) Parents to be role models to be emulated	10	71.4
D/HT Response		
i) Establish programmed parent-mentoring days in schools	8	100.0
ii) Converting day schools to boarding schools	3	37.5
iii) Expulsion for serious indiscipline cases	6	75.0
iv) H/T to be empowered to expel indiscipline Students	7	87.5

Source: Author (2020)

All suggestions made by the respondents if implemented, would go a long way in curbing indiscipline in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 5.0 Introduction

This chapter gives a summary of the study, draws conclusion and makes recommendations and suggestions for further research. The main face of the study was to examine factors contributing to indiscipline in Public Secondary Schools in Lusaka District. As well, it sought to establish whether alternative approaches of enhancing positive discipline have taken root in the day schools.

5.1 Summary

Information was obtained from past studies by means of the objectives which were to identify the nature of discipline in Public Secondary Schools in Lusaka District, and to investigate the major causes of indiscipline among students in Public Secondary Schools in Lusaka District. In addition, the study also was to assess the alternative measures/strategies being put in place to arrest indiscipline among students in secondary schools, and sought suggestions on measures that could be taken to curb indiscipline in secondary schools in Zambia.

The study comprised of 336 students, 16 class teachers, 8 teacher counselors and 8 deputy head teachers from 8 Public Secondary Schools in the district. Forty two (42) students, two (2) class teachers, one (1) teacher counselor and one (1) deputy head teacher per school, were selected for the study. The method of data collection used was a survey.

Systematic sampling and lottery technique was used to select students and class teachers to participate in the study. All the deputy head teachers and teacher counselors participated in the study.

The following is a summary of the major findings:

5.1.1 The Nature of Indiscipline in Public Secondary Schools in Lusaka District

The major indiscipline problems, according to all the respondents were, use of slang, stealing, reporting late to school, absenteeism, dozing in class, possessing mobile phones in school and not doing assignments. Additionally, teacher counselors and deputy head teachers mentioned coupling and putting on of miniskirts as common in schools.

Coupling/boy-girl relationship was revealed to be quite common in the mixed day secondary schools.

5.1.2 The Major Causes of Indiscipline among Students in Public Secondary Schools in Lusaka District.

Based on the second objective, the findings revealed that the major causes of indiscipline as reported by all the respondents were, slang nyanja-speaking and responsibilities at home. Additionally, poverty, kaponya menace, mobile phones, and lack of good role models were also common factors influencing indiscipline.

5.1.3 The positive measures/strategies put in place to arrest indiscipline.

Based on the third objective, the following results were revealed:

Guidance and counseling, manual work, teaching of life skills, school-based family units and involvement in co-curricular activities were the common disciplinary methods used in management of discipline in secondary schools. Although there were counselors in every school, students did not fully utilize their services, perhaps due to lack of awareness among students. There were school-based family units in some of the schools, though it was fairly effective since some students hardly held meetings, thus denying them a chance to discuss topics of interest which were geared towards behavioral change among students. It also emerged that school-based family units had not taken root in most of the secondary schools as a strategy in curbing indiscipline.

Additionally, it was revealed that L.S.E be allocated more lessons and adequate learning materials provided for successful implementation. This would further encourage students and teachers towards teaching and learning Life skills in schools. Manual work, both light and heavy, were the order of the day in all the public day secondary schools, as reported by all the respondents.

Most of the students, agreed that guidance and counseling helped them become more disciplined, and that L.S.E and Co-curricular activities also helped to arrest indiscipline. A small number also agreed that school-based families enhanced discipline. A majority of the teacher counselors reported lack of counseling rooms and inadequate training as hindering their efforts in managing indiscipline.

Even though most schools engaged students in co-curricular activities, a majority of students decried lack of proper sporting facilities among them, play grounds. Lack of time for games and a few active clubs and societies in day secondary schools were mentioned too. Schools should offer adequate games equipment and facilities to capture the interest of students and further encourage them to be involved in the activities.

5.1.4 Suggestions on measures that could be taken to curb students' indiscipline in Zambian Secondary schools

All respondents who participated in this study suggested different ways of curbing indiscipline by improving on the already existing positive approaches. These suggestions can be adopted by all categories of schools in Zambia.

Based on the fourth objective, the findings revealed that all the deputy head teachers, class teachers and students rooted for parent-mentoring programmes in schools to educate parents on their parental duties. Additionally, express authority to expel the very indisciplined students was sought. Establishment of active school-based families

in schools to help curb indiscipline was suggested by both the students and teachers to enable students to freely air their views and discuss problems inflicting them.

Life skills education, it emerged, was championed by all the respondents who felt that it should be made mandatory in all schools with adequate facilities and well-trained instructors. If teachers are in-serviced and more facilities and time allocated to Life skills education, the teachers' and students' attitude towards Life skills would change for the better.

Other suggestions included converting all day secondary schools to boarding schools, allocating more time and facilities to co-curricular activities and bench marking in schools with good record in discipline.

5.2 Conclusion

In conclusion, it can be said that most Public Secondary Schools in Lusaka District experienced numerous indiscipline problems, such as the use of slang language, stealing, lateness to school, absenteeism and possession of mobile phones among others. It is therefore important for teachers to identify these indiscipline cases and deal with them accordingly.

Various factors are responsible for indiscipline of students in schools namely, Slang - Nyanja'-speaking, responsibilities at home, poverty, matau menace and mobile phones. These factors stem from within schools, the students' homes and influence from the society/environment. It is important for teachers and administrators to identify these factors and purpose to mitigate their influence on students.

It is notable that most schools had guidance and counseling, teaching of life skills, manual work, and co-curricular activities as the key disciplinary methods. School families are yet to be established in many schools in Lusaka. In all the schools, these methods of handling indiscipline were insufficient to manage indiscipline cases.

They had not been used effectively to promote student discipline in secondary schools in the district as evidenced by the several indiscipline cases that were found in schools. The methods were not given much emphasis due to time limits and lack of facilities and learning materials, all of which are critical variables in the implementation of the key approaches.

Particularly, guidance and counseling was poorly organized in Lusaka district, while L.S.E was not taken seriously by both the teachers and students. School-based families had not been given much emphasis despite its potential benefits in discipline control. From the findings, in order to maintain good discipline in schools, teachers should play their role in enhancing effective discipline by improving guidance and counseling services to students, effectively implementing L.S.E in the curriculum, involving students in programmed co-curricular activities and establishing family units in all schools.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

5.3.1 School administrators

1. School administrators should put in place an intensive parent-mentoring programme once in a term with the aim of educating and sensitizing parents on their parental duties.
2. School administrators should establish active mandatory school-based families and efforts made to ensure teachers and students had a sense of ownership of such families.
3. School administrators should work towards provision of adequate facilities for co-curricular activities and effective programmes should be put in place to promote student discipline.

5.3.2 Ministry of General Education

1. The Ministry of General Education should train teachers on how to handle Life skills education, with the number of lessons being increased to two lessons in a week. LSE should be made mandatory in all schools with adequate learning materials provided.
2. Guidance and counseling in schools should be strengthened through capacity building of all the teacher counselors. It should be popularized by provision of counseling rooms and by use of group counseling and peer counseling techniques, which helps in improving students' attitudes towards counseling.

5.4 Suggestions for further research

The present study has not addressed a wide scope. It is recommended that more extensive study that would cover a larger sample be conducted. This will assist in effective management of indiscipline cases in secondary schools through giving effective strategies and direction on how to improve discipline in Public Secondary Schools in Zambia.

The following research studies were suggested:

1. A research study on factors influencing indiscipline among students in public day secondary schools in the whole province of Lusaka.
2. A similar study should be carried out in other counties to find out whether similar findings are obtained.
3. A comparative study to be carried out between public day secondary schools and private day secondary schools in Lusaka Province to see whether similar findings are obtainable.
4. There is need for a researcher to establish the effect of Life skills education (LSE) on students' discipline in Lusaka Province.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

I am an independent researcher who wishes to seek your views on a number of issues pertaining to students' discipline. You have been chosen to participate in the study. The questions are intended for an educational research. Whatever you write will be used for the intended research, and will remain confidential thereafter.

Do not indicate your name. Please attempt all the questions in the questionnaire and be as honest as possible.

SECTION ONE

Choose the most appropriate answer by either putting a tick [✓] in the brackets or writing down your answers in the spaces provided.

1. Name of the school: _____
2. Indicate your gender: male [] female []
3. State your age: _____
4. Class/form _____

SECTION TWO

5. Students' indiscipline problems are experienced in public day secondary schools.

Below is a list of such problems. What are some of the indiscipline cases experienced by students in your school? Tick as many as may apply.

Nature of indiscipline	Tick [√] the most appropriate
• Lateness to school	
• Sleeping /dozing in class	
• Use of slang	
• Not doing assignments	
• Absenteeism	
• Not observing school dress code/being shabby	
• Forgetting textbooks and exercise books needed in class	
• Sneaking out of school	
• Possession of mobile phones	
• Drunkenness	
• Smoking bhang and cigarettes	
• Peddling drugs in school	
• Stealing	
• Assaulting/threatening teachers	
• Coupling /boy-girl relationship	

6. In your view as a student, indicate by a tick those factors that influence indiscipline in your school. Honestly indicate your opinion by ticking agree or disagree.

Causative factors	Agree	Disagree
• Responsibilities at home		
• Kaponya menace		
• Mobile phones		
• Slang - Nyanja'- speaking		
• Distraction by sugar Mummies and Daddies		
• Drug abuse		
• Inadequate meals		
• Absentee head teachers		
• Lack of commitment by teachers		
• Lack of good role models		
• Poverty		
• Poor parenting		

SECTION THREE

7. Below is a list of methods used in dealing with students disciplinary problems.

Tick the most common methods used by the teachers in your school.

- a) Guidance and counseling
- b) Teaching of life skills as a subject
- c) Having school-based family units
- d) Involvement in co-curricular activities.
- e) Manual work

8. Do you have a guidance and counseling teacher? Yes [] No []

9. If yes, how often do you pay them a visit?

Once a week []

Once in two weeks []

Twice in a term []

In case the need arises []

10. In your opinion, do you think guidance and counseling has in any way, helped in curbing indiscipline in your school?

Explain

11. Are the students in your school divided into small families known as school-based family units?

Yes []

No []

12. Have these family unit activities in your school helped you to be more disciplined?

Yes [] No []

13) a) Are you taught Life skills education as a subject in your school?

(b) Has the teaching of this subject helped to counteract indiscipline in your school?

14) a) Do you participate in games?

(b) Do you have clubs and societies in your school?

(c) Are you a member of any club?

15) Suggest other ways that should be adopted by schools to deal with indiscipline.

.....

Thank you

APPENDIX II: QUESTIONNAIRE FOR CLASS TEACHERS

I am an independent researcher who wishes to seek your views on a number of issues pertaining to students' discipline. The questions are intended for an educational research. Whatever you write will be used for the intended purpose, and will remain confidential.

Do not indicate your name to ensure confidentiality. Please attempt all the questions in the questionnaire and be as honest as possible.

SECTION ONE

Please respond to all the items by ticking (✓) in the brackets or by writing down your answers in the spaces provided.

1) Name of the school _____

SECTION TWO

2) Student indiscipline problems are rampant in public day secondary schools. Below is a list of such problems. What are some of the indiscipline problems experienced by students in your school? Tick as many as may apply.

Nature of discipline	Tick using (✓)
• Lateness to school	
• Sleeping /dozing in class	
• Use of slang	
• Not doing assignments	
• Absenteeism	
• Not observing school dress code/being shabby	
• Forgetting textbooks and exercise books needed in class	
• Sneaking out of school	
• Possession of mobile phones	
• Drunkenness	
• Smoking bhang and cigarettes	
• Peddling drugs in school	
• Stealing	
• Assaulting/threatening teachers	
• Coupling /boy-girl relationship	

- 3) In your view as a teacher, indicate by a tick those factors that influence indiscipline in your school. State honestly whether you agree or disagree.

Causative factors	Agree	Disagree
• Responsibilities at home		
• Kaponya menace		
• Mobile phones		
• Slang - Nyanja' - speaking		
• Distraction by sugar Mummies and Daddies		
• Drug abuse		
• Inadequate meals		
• Absentee head teachers		
• Lack of commitment by teachers		
• Lack of good role models		
• Poverty		
• Poor parenting		

SECTION THREE

- 4) Here is a list of methods used by teachers to counter indiscipline. Tick the most common methods used by the teachers in your school.

- i) Guidance and counseling ()
- ii) Teaching of life skills as a subject ()
- iii) Having school based family units ()
- iv) Involvement in co- curricular activities ()
- v) Manual work ()

- 5) a) Does your school have a guidance and counseling department?

- 6) Are there cases of discipline problems you refer to the teacher counselor?

- 7) Have the school- based family units been established in your school?

Yes () No ()

8) Have the family units helped students to be more disciplined?

9) Is Life skills education as a subject, taught in your school?

Yes () No ()

10) Are there games, clubs and societies in your school?

11) What are your suggestions for the improvement of the following approaches in your school?

a) Family units

b) Life skills education_____

c) Co- curricular activities_____

12) Suggest other ways that should be adopted by schools to deal with indiscipline.

i) _____

ii) _____

“Thank you for your cooperation.”

APPENDIX III: QUESTIONNAIRE FOR TEACHER COUNSELORS

The purpose of this questionnaire is to seek information on factors influencing indiscipline in Public Secondary Schools in Lusaka District. You have been chosen to participate in the study.

Complete this questionnaire to the best of your knowledge. Do not indicate your name. Please attempt all the questions in the questionnaire and be as honest as possible.

SECTION ONE

Choose the most appropriate answer by either putting a tick (✓) in the brackets or writing down your answers in the spaces provided.

1) Name of school _____

2) Tick your highest level of education

Diploma ()

Graduate teacher ()

M. Ed ()

Any other (specify) ()

SECTION TWO

3) Do you have sufficient training in guidance and counseling?

Yes()

No ()

4) Still being trained ()

- 5) State the common disciplinary problems in your school frequently referred to your department.

- 6) What are your suggestions for the improvement of guidance and counseling in your school?

“Thank you for your cooperation.”

APPENDIX IV: INTERVIEW SCHEDULE FOR DEPUTY HEAD TEACHERS

I wish to seek your views on a number of issues pertaining to students' discipline. The information given will be treated with utmost confidentiality and will only be used for the intended educational research.

- 1) Name of school _____
- 2) For how long have you been the deputy head teacher in your school? _____
- 3) In your view as an administrator, what is the most common indiscipline cases reported in your school?
- 4) Does your school employ the following strategies to enhance discipline?
 - a) Guidance and counseling
 - b) School- based families
 - c) Life skills education
 - d) Co-curricular activities
 - e) Manual work
- 5) Do you have teacher counselors in your school?
- 6) Is the appointed teacher professionally trained?
- 7) Does your school have the school - based family units program?
- 8) Is Life skills education taught as a subject in your school?
- 9) Are the students actively involved in co- curricular activities?
- 10) Give some suggestions for the improvement of the above positive strategies of enhancing discipline.
- 11) What other measures do you think should be put in place in order to curb indiscipline in secondary schools in Zambia?

“Thank you for your cooperation.”

APPENDIX V: WORK PLAN

ACTIVITY	DEC 2019	DEC 2019	JAN 2020	JAN 2020	FEB 2020	FEB 2020	MARCH 2020
Completion of course work	√						
Development of proposal and instruments		√					
Piloting / pretesting instruments. Data collection			√				
Data analysis i.e. data coding and computer data entry				√			
Report writing					√		
Submission of report to external examination						√	
Submission of final report							√