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BANJA, Madalistso Khulupirika

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The relationship between school environment and indiscipline among pupils in selected government high schools in Kitwe district

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THE RELATIONSHIP BETWEEN SCHOOL

ENVIRONMENT AND INDISCIPLINE AMONG PUPILS IN

SELECTED GOVERNMENT HIGH SCHOOLS

IN KITWE DISTRICT

By

MADALITSO KHULUPIRIKA BANJA

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the Degree of Master of Education in Sociology of Education.

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AUTHORS' DECLARATION

I, Madalitso Khulupirika Banja, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other University.

APPROVAL

This dissertation of Madalitso Khulupirika Banja is approved as partial fulfilment of the requirements for the award of the Master of Education in Sociology by the University of Zambia.

Examiners' Signatures

1.... .... .2001

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3 2001

DEDICATION

I dedicate this work to my dear parents who have supported me in every way possible all my life.

A gentle answer,

Turns away wrath,

But a harsh word stirs up anger.

Proverbs 15:1

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ABSTRACT

There have been many acts of serious indiscipline among pupils in high schools during both the pre and post independence eras in Zambia. A number of factors may contribute to indiscipline among pupils in schools. The purpose of this study was to find out whether there was a relationship between school environment and indiscipline among pupils in selected Government High Schools in Kitwe District. Specifically the study sought to:

a)   find out whether there was a relationship between the behaviour of teachers and pupil indiscipline.

b)   determine whether pupil indiscipline was caused by administrative practices and operational procedures.

c)   investigate the nature of indiscipline among pupils.

The sample comprised four schools from which were drawn 128 Grade Eleven and Twelve pupils, four headteachers and their deputies and twelve members of the disciplinary committees. Data was collected through questionnaires, focus group discussions, semi-structured interviews and document analysis, and was analysed qualitatively to establish categories, themes and sub themes in the data. Descriptive statistics were used to come up with percentages and frequency tables.

The findings of this study show that there was a significant relationship between pupils' indiscipline and the school environment. Specifically, the study showed that teachers' behaviour such as absenteeism from work, reporting late for

class, failure to attend to pupils' personal problems, teachers' threats and use of sarcastic and abusive language towards pupils, having affairs with schoolgirls among many others, all contributed to pupils' indiscipline. It was also found that school administrations' practices and operational procedures which included use of abusive language towards pupils, bureaucratic tendencies and a laissez-faire attitude to work all contributed to pupils' indiscipline.

The nature of pupil discipline problems that occurred most often as a result of the above teacher behaviour and headteachers' administrative practices and operational procedures were found to be rudeness to teachers and headteachers, absenteeism from school, dodging and noise making.

In line with its findings, this study gives recommendations to policy makers on ways and means that can be employed to tackle the problem of indiscipline among pupils in Government high schools. Such measures should include the formulation of relevant and clear guidelines for teacher and headteacher behaviour.

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CHAPTER ONE

INTRODUCTION

Background

Indiscipline among pupils in high schools is one problem that educational authorities in different parts of the world contend with. Clarizio (1980) records that the Gallup Poll responses of parents, teachers and others involved in public education, found that lack of discipline was the most serious problem in American schools in the decade 1969 to 1979. This included disruptions in the classroom such as insulting, giggling, whispering and talking in class, and disruptions occurring outside the classroom but within the school territory such as fighting and beer drinking (Erickson, 1977).

Mwanakatwe (1974) has pointed out that in Zambia discipline is one area in which the development of education has followed an unworthy path since independence. There have been numerous acts of serious indiscipline among pupils in high schools during both the pre and post independence eras. The major concern of this study is the causes of indiscipline. A number of factors may contribute to indiscipline among pupils in schools. These include home background factors, psychological factors such as cognitive levels and personality traits, biological factors such as the pre-menstrual syndrome in girls besides school-based factors.

In the year 2000 alone high schools in different parts of the country encountered numerous acts of pupil indiscipline. These included vandalism, public demonstrations and rioting (Times of Zambia, July 25 2000; August 1,2000; August 4,2000; September 6, 2000;Zambia Daily Mail, June 19,2000). This clearly demonstrates that indiscipline is still a big problem in Zambia's high schools.

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Statement of the Problem

There are many types of indiscipline and numerous factors related to pupil indiscipline in high schools in Zambia. Some of these can be factors outside the school, while others may be factors or issues within the school. Some schools tend to have more indiscipline cases than others. The purpose of this study was to determine whether there is a relationship between school environment and indiscipline among pupils.

Objectives of the Study

The objectives of this study were:

1. To investigate the nature of indiscipline among pupils.

2. To find out whether there is a relationship between the behaviour of teachers and pupil indiscipline

3. To determine whether pupil indiscipline is caused by administrative practices and operational procedures .

Hypothesis

It is hypothesised that:

(i) There is a relationship between the behaviour of teachers and pupil indiscipline.

(ii) There is a relationship between administrative practices and operational procedures on one hand and pupil indiscipline on the other hand.

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Theoretical Perspective

For its theoretical framework this study was based on the Interactionist Sociology of Education Theory postulated by George Herbert Mead, John Dewey et al (Mercer, 1980). The interactionist perspective focuses on everyday social interaction among individuals rather than on large societal structures such as politics and education. The focal point of the interactionist theory is the actor-reactor relationship. Interactionists assume that the human being is an actor as well as a reactor, and therefore does not simply respond to external stimuli. Human beings construct their behaviour in the course of its execution, rather than responding mechanically to either external stimuli or such internal forces as drives, needs, or motives. The theory emphasises that people not only respond to situations but they also help to create them and accordingly respond to what they have created. Interactionism perceives the basic unit of social interaction to be the social act, that is, the relationship between two people. When one acts, the other reacts with reference to the first. The situation determines behaviour.

At the school level, the propositions of the interactionist theory can be observed in the nature and quality of the interaction between pupils and their teachers and between pupils and headteachers as well as in the manner headteachers make decisions that affect their pupils.

In attempting to establish if there is a relationship between school environment and pupil indiscipline, it is necessary that the effects of the behaviour of teachers and headteachers on the behaviour of the pupil be closely examined. While acknowledging that the pupil is a product of his/her past environment, the present environment may provide the immediate stimulus for current behaviour.

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Significance of the Study

Indiscipline in schools can have direct and indirect bearing on educational participation and attainment. Knowledge of the school environment and its relationship to pupil behaviour is extremely important to both parents and policy makers because what transpires in the school is bound to influence the learning and teaching process and consequently the pupils' academic welfare. The need for a conducive learning and teaching environment in a school cannot be over-emphasised. The findings of this study therefore might be of great importance to teachers, headteachers, policy makers and other stakeholders in education such as parents who value a conducive learning environment for every pupil. A basic understanding of the behaviour of teachers can help in understanding pupil behaviour and thereby assist policy makers to come up with appropriate interventions.

Operational Definitions of Terms

Discipline

The term discipline refers to any form of behaviour that displays obedience to authority and ability to follow set rules of conduct, for instance, arriving at school on time, attending class/school whenever required and showing respect for teachers.

Indiscipline/Misbehaviour/Deviance

In the context of this study indiscipline, misbehavior or deviance refer to any form of behaviour that displays disobedience to authority and failure to follow set rules of conduct, for instance, late coming, absenteeism, fighting and beer drinking.

Behaviour

This refers to a person's way of relating to others within the set standards or rules of conduct, for example, the type of language one uses in conversation with others.

Verbal Misbehaviour

This refers to conduct which is oral in nature and which violates the set standards or rules of conduct such as insulting, giggling, whispering and talking loudly in class

Non-Verbal Misbehaviour

This is conduct which is physical in nature and which violates the set standards of behaviour, for instance, fighting and moving about in the classroom.

Disruptive Behaviour

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

Problem Pupils

These are pupils that are usually involved in misbehavior of one form or the other during school hours.

Non-Problem Pupils

These are pupils that are rarely involved in misbehavior of any kind during school hours.

School Environment

This refers to the school atmosphere that includes largely actions and utterances of teachers and headteachers/deputy headteachers which are instructional and non-instructional and administrative in nature which affect pupils' behaviour in school.

Government High School

This is a high school built with public funds, owned by government and administered by government- appointed managers.

School Culture

These are the particular established ways in which a school conducts its affairs and which is created by both patterns of communication and decision-making processes as well as by individual values and experiences that individuals bring to a school.

Educational Attainment

This refers to a state of successful completion of one's educational programme, that is, either basic school or high school.

Operational Procedures

This refers to the working-out in practice of the conceptual structures underpinned by the organisations' aims and objectives. Operational procedures include factors like communication patterns, decision-making, techniques for dealing with conflict and accommodating changes (Beare et al: 1989; 112).

Black Book

This is a book where all the serious pupil discipline cases involving corporal punishment are recorded in a school.

Organisation of the Remaining Chapters

This dissertation consists of five additional chapters. The next chapter reviews literature related to the study. Chapter Three discusses the methodology employed in this study. It includes the characteristics of the sample, instruments of data collection as well as data analysis. The presentation of results follows in

Chapter Four while the results are discussed in Chapter Five. Lastly Chapter Six gives the conclusion and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Nature of Indiscipline

This chapter reviews research and other general literature on the nature and causes of pupil indiscipline in the West and in Africa including Zambia.

In dealing with the issue of indiscipline in schools, it is important to mention that some adults see children as essentially notorious while others view children as essentially innocent and attribute any wrongdoing to genetic heredity or a poor environment, (Clarizio, 1971). It is difficult to reach a consensus as to what counts as a breach of accepted behaviour. This is so because what counts as misbehavior to some teachers and headteachers may not be viewed the same way by other teachers and headteachers. However, certain principles of children's behaviour are easily agreed upon by all adults, for instance, the need to be respectful to elderly people. Consequently, at one time or the other a school will, through its headteacher, or such other appointed persons, caution pupils to stay away from all misbehavior.

Yet, inspite of such guidance regarding behaviour, Clarizio (1971) reported that one of the most problematic areas facing teachers in the U.S.A. was that of classroom discipline. A survey by the National Education Association of the U.S.A. (1973) also reported that teachers frequently faced pupil indiscipline.

The available literature regarding the nature of indiscipline reveals a notable similarity from the different parts of the world. In the U.S.A. the problems reported by the National Education Association (1973) included overt hostility to school authorities as exhibited in violence, vandalism, disrespect and defiance to

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authority. Other problems were disruptive behaviour in class, non-compliance to teachers' requests, insulting, fighting, absenteeism from class, dishonesty and stealing.

In Nigeria, Nwana (1971) found that offences among pupils included stealing either fellow students' property or school property and dishonesty. In Uganda, the government found that drunkenness, untidiness, stealing and careless work were among the pupils' behavioural problems that caused concern to school headteachers (Uganda Government Report; 1967)

In Zambia, as Simate (1993) recorded, discussions of indiscipline among pupils have been concentrated on aggressive and disruptive behaviour, acts of vandalism, drug abuse, drunkenness, strikes, smoking, stealing and promiscuity. A recent Ministry of Education document entitled *Conduct and Discipline For Students*" (1998) records that as recently as 1998 Luapula Province alone experienced not less than 36 disciplinary cases serious enough to merit the attention of senior education officers. These discipline problems included beer drinking, stealing, absenteeism, promiscuity and fighting. The discipline situation is similar in all the nine provinces of Zambia.

Causes of Indiscipline In the West

Studies dealing with indiscipline have shown some causes of pupil indiscipline. Gnagney (1968) has shown that in the U.S.A. pupils misbehave because of a variety of factors among which are ignorance of school rules, conflicting social standards, frustration and displacement. Wegmann (1976) has stated that pupils especially in their first year or two at high school are usually ignorant of some school rules and unintentionally break these rules.

Concerning conflicting social standards, Kvareceus (1945) points out that many pupils, like all other children, learn the lessons of their homes and

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neighbourhood as they grow. When the behaviours that were accepted at home are suddenly regarded as improper or immoral at school, pupils end up as victims of negative transfer of training. Consequently, some pupils may become deviants merely because they have failed to discriminate between the code of conduct at home and at school. Simate (1993) has noted parents' failure to mete out consistent and appropriate discipline as a major cause of indiscipline among adolescents.

Yarrow (1948) in relation to frustration has demonstrated that aggression in children increases significantly after they have experienced failure of one kind or another, for instance, the inability to understand difficult subject material. This view is supported by Anastasi (1966) who argues that frustration due to scholastic difficulties may result in discouragement and a general dislike of school. Other causes of indiscipline are failure to win peer approval, or win social acceptability from classmates (Cronbach, 1963) and the frequent displacement of inappropriate feelings upon the people and objects in the school (David, 1974). Some children may even bring to the school or classroom the problems they have in their relationship with people at home such as their parents or fellow siblings.

Clarizio (1971:48) summarizes the causes of pupil misbehaviour in the U.S.A. as follows:

> If we exclude the specific problems rooted in race, poverty, unhappy homes and the difficult lifestyles of urban society, we cannot help but note that a significant percentage of the remaining discipline problems in our schools are caused by a meaningless curriculum, mediocre and bad teaching and inhumane organization in general.

He follows up this observation with the conclusion that student behaviour is closely

related to teacher behaviour. In addition Hargreaves (1972:312) states that:

> Since the teacher is in a position to determine and enforce
> his own definition of the situation on the pupils, then the behaviour
> of the pupils will be highly dependent on the teachers' behaviour.
> The pupils' behaviour is much more dependent on the
> teachers' behaviour than the teachers' behaviour is dependent
> on the pupils' behaviour. That is to say, pupils' classroom and
> out of class behaviour is a product of, and a response to,
> the teachers' interpretation of his/her role and his/her teaching
> style.

This point is further underscored by Davies (1978) who states that classroom

environment, curriculum and teaching style all have an important bearing on

classroom discipline because these may affect pupils in a beneficial or an adverse

way. He observes that the teacher has a big role to play in the creation and

maintenance of discipline since he/she is the most important factor through his/her

example. Grace (1972) has further observed that part of the teacher's job is to

ensure the maintenance of high standards among his/her pupils in the face of

degeneration of moral standards in society as a whole.

Floud cited in Wiseman (1964) has observed that a child may enter school ill

prepared and hostile to learning under whatsoever school authority. Nonetheless

the educability of the child is dependent not only on the assumptions, values and

aims he/she brings from home but also on the assumptions, values and aims

personified in the teacher. The school organisation, into which the pupil is required

to assimilate himself/herself, is an embodiment of these assumptions, values and

aims. Furthermore, Wiseman (1964:62) states:

> The attitude of pupils to a school is largely dependant
> upon the attitude of the teachers towards the pupils: the
> two are inseparable. One of the clearest indications of the
> attitude of teachers towards pupils lies in the kind of
> sanctions and punishments employed in a school.

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The above point is underscored by the results of a study among the high schools of the West Riding in Britain which showed a positive link between corporal punishment and juvenile delinquency.

The headteacher is equally at the centre of what transpires in a school as Hoyle quoted in Grace (1972:16) points out. 'There is no doubt that the climate of the British school is to a large extent shaped by the manner in which the headteacher perceives and performs his/her role.'

Wilson (1971) and Clegg and Megson (1968) indicate that the influence of the school on pupil behaviour occurs irrespective of the particular intake or pupils' catchment area. Power and his colleagues examined indices of problem behaviour among high school pupils and found glaring differences in the delinquency rates which varied from 7 to 77 per 1000 children in schools which had a very similar population. Ruttler et al (1979) found that it was the internal characteristics of a school which determined pupils' standards of behaviour

With time, a school culture is established based on the nature and quality of the relationship between the different individuals in a school. According to Beare et al (1989:112):

> Every school, ... small as well as large, new as well as
> old has a particular culture, determined by the individual
> values and experiences which each person brings to it,
> the ways in which its people act and interact and the footprints
> they leave behind them.

Communication patterns, which can be divided into three categories, verbal, visual and behavioural, are an important determinant of the discipline culture of a school. In explaining the significance of communication in a school culture, Beare et al (1989:72) have stated that:

> Language is our chief means of interaction with others but

not all communication is verbal. There is also, for example,
body language, eye contact, gesticulation and so on. We
need to consider the tenor of our communication very carefully
indeed, for our use of language admits some to the culture
and excludes others.

King et al (1990) have observed that because of the critical position with regard to the social and academic development of pupils, school settings and what happens therein are of paramount importance and have direct bearing on the discipline of the school.

Some stakeholders in education, for instance, parents, have blamed the school for creating an environment that stifles creativity, rewards conformity and breeds alienation and mistrust. This encourages rebellion against any form of school authority. Pupils themselves have blamed the school system for the prevalence of misbehaviour in schools. During a survey (King, 1990) American High School students listed the following charges against the school system.

1.   The school system is based on fear.

2.   Schools compel students to be dishonest.

3.   Teachers force students to give the answers teachers want.

4.   The system destroys student eagerness to learn.

5.   The school system causes feelings of resentment and alienation on the part of student.

6.   Schools foster blind obedience to authority.

7.   Self-expression and honest reaction of students are stifled.

8.   The school system narrows the scope of ideas.

9.   Schools are isolated from new ideas and cultures, thus promoting prejudice.

10.   The system promotes self-hate by labelling some students' failures before they can prove themselves.

Causes of Indiscipline in Africa.

In Nigeria, Nwana (1971) conducted a study on the incidence of major school offences. Indiscipline in schools was attributed to, among other factors, the takeover of schools by the state which brought an *'I don't care'* attitude in teachers regarding what happened to the schools and pupils. On their part, pupils began to feel that they were no longer to be pushed around by teachers and headteachers since they knew that real power over schools lay with the state and not with the teachers or headteachers.

In Zambia, Shana (1974) in a study conducted to identify causes of discipline problems in selected Lusaka High Schools from 1960 to 1970 showed that strikes among pupils during that time were birthed largely, *inter alia*, in political activism among pupils, poor diet and/or insufficient food in boarding schools as well as expulsion procedures.

Shana identified some undesirable administrative practices and showed that there was a relationship between administrative style and pupil indiscipline. The racist administrative attitudes by white expatriate headteachers manifested in such practices as insufficient use of Zambian staff in the running of schools on the basis of race. Because of the racist overtones embedded in the administrative styles of the expatriate headteachers, posts of special responsibility such as that of Housemasters and Heads of Department were filled almost exclusively by expatriates who did not understand fully the Zambian social and cultural setup. This had a negative effect on school discipline especially with regard to human relationships and understanding. At times, as Mwanakatwe (1974) reported, the expatriate teachers' failure to communicate effectively with pupils because of the

formers' ignorance of African values, customs and traditions caused misunderstandings and often evoked negative feelings of resentment in pupils who expressed displeasure through acts of indiscipline.

Simate (1993) in his study on indiscipline in selected Lusaka High Schools found a relationship between home background of pupils and indiscipline. Socio-economic factors such as parental occupation and family size and emotional factors such as family disruption and frequency of physical punishment at home were found to affect pupils' behaviour.

As Shanas' study hinted, the causes of indiscipline can also be examined from the point of view of the school environment. The interactions that take place in the classroom or school between pupils and teachers and between pupils and headteachers are of paramount importance in understanding the problem of indiscipline in schools. With regard to this, Mwanakatwe (1974:23) aptly makes the following observation:

> The occurrence of indiscipline among students in a school is
> a result of frustration either on the part of the staff who fail to
> perform their duties satisfactorily, or as a result of frustration
> on the part of the students themselves. If students
> become dissatisfied with their treatment, if students
> become discontented with conditions in school, then seeds
> of misbehaviour are immediately sowed on fertile ground.

Therefore according to Mwanakatwe (1974), pupils' discipline is dependent upon a healthy and easy relationship between staff and pupils. In a school where there is discipline teachers would have taken deliberate steps to promote and ensure genuine co-operation with pupils by teachers being patient, sympathetic and fair in their interactions with pupils. Similarly, indiscipline is easily bred in a school where there is no healthy relationship between staff and pupils. This seems to suggest that

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indiscipline is not caused only by factors outside the school but also by factors within the school.

Despite the conclusive evidence in the above literature regarding their role, teachers and headteachers, when confronted with the issue of pupil indiscipline, as Kanapaux et al (1977) observed, tend to accuse other institutions in society, other than the school, of being responsible for pupil indiscipline.

Summary

The reviewed literature strongly shows that the behaviour patterns of pupils are not only affected by home background factors but are also affected by school-based factors. The evidence obtained by many researchers is that schools are a major factor of pupils' behaviour. Even for those pupils who are predisposed by either social or psychological factors to be ill behaved, what happens in school has been found to have an effect on them. The studies reviewed above have shown that teacher/headteacher behaviour with regard to communication procedures, verbal and physical sanctions imposed on pupils, methods of and frequency of punishment all have an effect on pupils' behaviour.

The above findings have shown a link between school environment and pupil indiscipline in countries like the U.S.A., Britain, India, Australia, and Nigeria. However, studies on discipline in Zambia have been few and these have largely ignored the evidence obtained elsewhere, namely that the school that a child attends is an important factor in determining whether or not a child becomes delinquent.

While Mwanakatwe (1974) wrote on discipline problems among pupils, his source of information was not systematic empirical research but a report of a government appointed Commission of Inquiry Into Indiscipline in Schools (1960)

from which he concluded that the major source of indiscipline was outside the school as he stated (1974:227):

> Though the commission found a number of minor
> shortcomings in the administration of schools, it was
> evident that the hot political climate in the country at that
> time was the main cause of disturbances in schools.

Shana (1974) hinted that the school exercised an influence on pupil behaviour when he linked administrative style to pupil indiscipline in selected government high schools. However, Shana, like Mwanakatwe discovered that indiscipline among pupils in the period 1960 – 1970 was largely attributed to an out of school factor, namely, the political climate that was prevailing at that time. Moreover, Shana obtained data only from headteachers. The differences in methodology and the focussed nature of this study in contrast to the general focus adopted by both Mwanakatwe and Shana as well as the passage of time with its attendant new social and political dispensations have necessitated the carrying out of this study.

Literature in other parts of the world has called for the reassertion of the importance of school influence on pupil behaviour. The nature of this influence must be explored by further research. In Zambia, what goes on in schools with regard to pupil behaviour and the role of teachers and headteachers in pupil behaviour has, to a large extent, been left to speculation and a study of this nature will throw light on the goings-on in schools, especially given the continued prevalence of pupil indiscipline in Zambia's' high schools.

CHAPTER THREE

METHODOLOGY

This chapter discusses the composition of the sample, data collection techniques, data collection procedures and analysis of the data.

Sample

The sample for this study was made up of 128 Grade 11 and 12 pupils, 12 members of the disciplinary committees, four headteachers and their four deputies.

The sample was drawn from four Government Day High Schools in Kitwe District. These schools have been code-named A, B, C and D. Schools A, B and D are co-education schools while School C is a boys' only school. This accounts for the unproportionally large number of boys in the sample compared to girls. The age for the pupils ranged from 16 to 22 years. Table 1 below presents a summary of the questionnaires administered to and returned by the pupils.

Table 1: Distribution and Return of Pupils' Questionnaires

Questionnaires	School A			School B			School C			School D		
	M	F	%	M	F	%	M	F	%	M	F	%
Distributed	16	16	100	16	16	100	32	0	100	16	16	100
Returned	16	14	93.7	14	16	93.7	31	0	96.9	15	15	93.7
Not Returned	0	2	6.3	2	0	6.3	1	0	3.1	1	1	6.3

The headteacher, the deputy headteacher and three members of the disciplinary committee (comprised of teachers) at each of the four schools were also part of the sample. Three headteachers out of four returned the questionnaires while

all the four deputy headteachers and twelve members of the disciplinary committees returned the questionnaires.

Research Design

Because of the highly descriptive nature of data that was to be collected, this study utilised largely the qualitative research design. The research techniques used were questionnaires, focus group discussions, semi-structured interviews and document analysis. The quantitative research design was also used, but to a much lesser extent.

Sampling Procedure

The four schools that formed the sample of the study were selected on the basis of being the most indisciplined (Schools A and B) and the most disciplined (Schools C and D) on the Copperbelt Province according to the Copperbelt Province Education authorities.

The pupils were selected using Simple Random Sampling. All the Grade 12 and Grade 11 classes in each of the four schools were assigned a letter of the alphabet. Two Grade 12 and two Grade 11 classes were thus randomly picked. Class registers were then obtained from the class teachers of the four classes. Every Nth pupil on the register was then chosen to be part of the sample. For the co-education schools, this process had to be done twice, one for boys and one for girls since class registers had a portion for either sex. Three members of the disciplinary committee at each school were picked on the basis of easy reach. This is because it was extremely difficult at times to get members of the disciplinary committee. This method was therefore most convenient. The four headteachers and their deputies were picked by virtue of their positions in the schools.
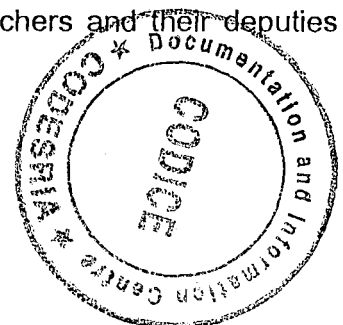
Data Collection

Data for the study was collected through questionnaires, focus group discussions, semi-structured interviews and document analysis in order to obtain information on each of the three objectives of the study.

Data was collected from three different categories of subjects. These were pupils, members of the disciplinary committees and headteachers/deputy headteachers. The purpose of the research was first explained to all the subjects. Questionnaires were distributed in person to all categories of subjects.

To obtain data and establish a relationship between teacher behaviour and pupil indiscipline as well as between administrative practices and operational procedures and pupil indiscipline items five, six, seven, eight, nine, ten, eleven, twelve, fifteen, sixteen, seventeen and eighteen in the pupils' questionnaire were used. From the disciplinary committee members' questionnaire items, six,, seven, eight, nine, ten, eleven, twelve and thirteen were used while in the headteachers' questionnaire items five, six, and seven were used.

The above items in the three questionnaires were intended to obtain information on the pupils' opinion of discipline and of their relationship with teachers. In addition, the items required the respondents to describe the behaviour of teachers and headteachers/deputy headteachers. The questionnaires also sought to obtain data from respondents on whether or not the behaviour of teachers on one hand and administrative practices and operational procedures on the other, caused discipline problems amongst pupils. If so then what type of teacher behaviour and administrative practices and operational procedures caused discipline problems among pupils. Furthermore, the questionnaires sought to obtain data on the nature of the resultant pupil discipline problems. In addition, the questionnaires required the

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respondents to indicate pupil response to teacher behaviour and to administrative practices and operational procedures.

Focus group discussions were used to collect more profound data on the topics from the pupil subjects and prefects in order to help bring out the pupils' inner perspective in terms of their feelings, attitudes and beliefs. Four representatives from each class, two boys and two girls from the three co-education schools and four boys from the boys' only school were randomly selected for the focus group discussion.

Unstructured interviews were also conducted with the headteacher and deputy headteacher at each school. Below are the questions that were used as an interview guide:

1 .What is the nature of the relationship between pupils and teachers/headteachers at your school?

2 How can you describe the behaviour of teachers and headteachers towards pupils at your school?

3. In your view, what causes the discipline problems at your school? What is the administration doing about it?

4. What type of language do teachers use in their conversations with pupils?

5 .What channels of communication are available to a pupil who has a complaint against a teacher?

6. What is your view concerning the nature/form of punishment given to pupils at your school?

The above questions were aimed at obtaining in-depth information on teacher behaviour and on administrative practices and operational procedures and their relationship to pupil indiscipline.

Lastly an analysis of school records was done to get data on the nature of pupil misbehaviour. This allowed for further counter-checking of information provided by the respondents on the same. The school records examined were the black book, class registers, prefects' record cards, monitors' record slips, report forms and records of disciplinary committee meetings.

Data Analysis

Data was largely analysed qualitatively and to a much lesser extent quantitatively. The responses were recorded and interpretation analysis used, *inter alia*, to establish themes and sub-themes in the data. The qualitative analysis of the respondents' inner views provided for a detailed and more meaningful explanation of the data. Using descriptive statistics, some qualitative data was converted manually and summarized in order to obtain concise measures of the data. The data was then presented quantitatively as percentages and in frequency tables using a hand calculator.

The derived differences between the indisciplined schools A and B, and the disciplined schools C and D, and between each individual school with regard to the other, provided a measure of the discipline levels in the schools.

Limitations of the Study

The major limitation in this study was that of time. There was extreme pressure to conduct the study as quickly as possible to meet the stipulated deadlines for the completion of the whole programme. This compelled the researcher to limit the sample to a small size.

Secondly, financial constraints limited the study in terms of both the number of sites and the number of subjects at each site. Thus, the study was conducted at only four high schools and drew a total sample of 128 pupils. Any generalizations of the findings of this study to schools throughout the country should therefore not

ignore this limitation. In addition, because of financial limitations, a recorder could not be purchased to tape-record the subjects' verbal expressions during both the focus group discussions and the unstructured interviews.

Lastly, indiscipline among pupils can be caused by various school-based factors. It was simply not possible to investigate all of them.

CHAPTER FOUR

PRESENTATION OF RESULTS

This chapter outlines and analyses the findings of the study according to the three main objectives and related hypotheses. The study revolved around two variables namely teacher behaviour and administrative practices and operational procedures. These two were independent variables while pupil indiscipline was the dependent variable. Data was collected using four forms of instruments. These were questionnaires for pupils, headteachers/deputy headteachers and members of the disciplinary committees, focus group discussion among pupils, unstructured interviews for headteachers/deputy headteachers and lastly from school discipline records.

First Hypothesis

The first hypothesis of the study stated that there was a relationship between the behaviour of teachers and pupil indiscipline.

Teacher behaviour was broken down into seven segments. These were: teacher language, teacher punctuality, teachers reporting for work drunk, teacher-pupil affairs, teacher absenteeism, teacher favouritism and teacher dress.

Data from Pupil Questionnaire

In a question to find out their view about discipline, the pupils gave the responses shown in Table 2 below.

Table 2: Pupils View of Discipline

Nature of Discipline	Number of Pupils							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Very Poor	9	30	4	13.3	0	0	0	0
Poor	11	36.7	8	26.7	1	3.2	5	16.7
Good	5	16.7	11	36.7	12	38.8	10	33.3
Very Good	2	6.7	7	23.3	18	58	13	43.3
No Response	3	10	0	0	0	0	2	6.7
TOTAL	30	100	30	100	31	100	30	100

In Table 2 above, seven or 23.4% of the thirty pupils at School A felt that discipline at the school was either good or very good while twenty or 66.7% of the pupils were of the view that discipline at the school was either poor or very poor. Three or 10% did not respond. At School B, out of the thirty respondents, eighteen or 60% reported that discipline at the school was either good or very good, while twelve or 40% of the pupils felt that discipline at the school was either poor or very poor. At School C thirty or 96.8% out of the thirty-one respondents rated discipline at their school either as good or very good. Only one or 3.2 % felt that discipline at the school was poor. At School D twenty-three or 76.6% of the thirty respondents felt discipline at the school was either good or very good while five or 16.7% reported that discipline at the school was poor. Two or 6.7% did not respond.

In a question about who caused indiscipline, the pupils blamed different people as shown in Table 3 below.

Table 3: People Responsible for Causing Pupil Indiscipline

Persons Responsible for Causing Indiscipline.	Number of Pupils							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Headteacher/Deputy Headteacher	15	30.6	16	57.1	11	61.1	19	65.5
Teachers	12	24.5	4	14.3	0	0	2	6.9
Prefects	7	14.2	2	7.1	1	5.6	1	3.4
Workers	0	0	0	0	0	0	0	0
Pupils themselves	9	18.4	5	17.9	0	0	2	6.9
No response	6	12.2	1	3.6	6	33.3	5	17.2
TOTAL	N=49	100	N=28	100	N=18	100	N=29	100

Note: For item 8 on the pupils' questionnaires which was used to obtain data for the above table, respondents were allowed to tick more than one response. This explains why the total number of responses exceeds the total number of respondents for school A.

Table 3 shows that pupils at all the four schools apportioned more blame on headteachers/deputy headteachers than on any other single category of people in school for causing pupil indiscipline. At School A, headteachers were followed by teachers as the major cause of pupil indiscipline while at School D, teachers and pupils themselves ranked next to headteachers in causing pupil indiscipline. At School B, teachers ranked third behind pupils while at School C teachers were not blamed for causing pupil indiscipline.

When asked about the nature of their relationship with their teachers, pupils gave the views that are presented in Table 4 on page 27.

Table 4: Nature of Pupils' Relationship with Teachers

Nature of Relationship	Number of Pupils							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Very Good	5	16.7	9	30	16	51.7	13	43.3
Good	8	26.7	15	50	13	41.9	14	46.7
Poor	11	36.7	3	10	2	6.4	2	6.7
Very Poor	3	10	2	6.7	0	0	0	0
No Response	3	10	1	3.3	0	0	1	3.3
Total	30	100	30	100	31	100	30	100

Table 4 shows that at school A, a larger proportion of pupils (46.7%) felt that their relationship with their teachers was poor or very poor. On the other hand, at Schools B, C and D, 16.7%, 6.4% and 6.7% of the respondents respectively, felt that their relationship with their teachers was either poor or very poor.

Those who indicated that their relationship with teachers was either poor or very poor were asked to indicate why they felt so. They were asked to indicate the reasons by indicating as many items as possible. Table 5 below presents the reasons.

Table 5: Reasons for Pupils' Poor Relationship with Teachers

Reasons	Number of Pupils							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Lack of opportunity for open discussion with teachers	12	32.4	4	40	0	0	1	20
Teachers' failure to understand pupils behaviour	10	27	1	10	0	0	1	20
Favouritism by teachers	9	24.3	2	20	1	50	1	20
Unnecessary strictness by teachers	3	8.1	1	10	1	50	1	20
Lack of seriousness by Teachers	1	2.7	0	0	0	0	0	0
Love affairs	1	2.7	0	0	0	0	0	0
Excessive beating	1	2.7	0	0	0	0	0	0
Teachers' rudeness and know it all attitude	0	0	1	10	0	0	0	0
Harshness	0	0	1	10	0	0	1	20
TOTAL	N=37	100	N=10	100	N=2	100	N=5	100

Note: *The above percentages are calculated from the number of respondents who indicated that their relationship with their teachers was either poor or very poor and not from the total number of respondents.*

Lack of opportunity for open discussions with teachers, favouritism towards certain pupils and teachers' failure to understand pupil behaviour stood out as the major factors affecting pupil- teacher relationships.

Given the above information, it is not surprising as Table 6 below shows, that 50% (15) of the pupils at School A, 20% (6) at School B, none at School C and 6.7% (2) at School D rated the behaviour of their teachers towards pupils as

poor/very poor while 33% (10), 56.7% (17), 54.9% (17) and 56.6% (17) of the pupils at Schools A, B, C and D respectively rated the behaviour of their teachers towards pupils as good/very good. None of the pupils at School A, 20% (6) at School B, 45.1% (14) at School C and 26.7% (8) at School D rated the behaviour of their teachers towards pupils as excellent.

Table 6: Pupils' Rating of Teachers' Behaviour towards Pupils

Nature of Teachers' Behaviour	Number of Pupils							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Very Poor	4	13.3	3	10	0	0	0	0
Poor	11	36.7	3	10	0	0	2	6.7
Good	8	26.7	15	50	12	38.8	10	33.3
Very Good	2	6.7	2	6.7	5	16.1	7	23.3
Excellent	0	0	6	20	14	45.1	8	26.7
No Response	5	16.7	1	3.3	0	0	3	10
TOTAL	30	100	30	100	31	100	30	100

Table 7 on page 30 shows the types of behaviour of teachers which were considered responsible for causing pupils' indiscipline.

Table 7: Behaviour of Teachers Considered to Cause Pupil Indiscipline

Teacher Behaviour	Number of Responses for each Behaviour							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Threats and use of sarcastic language towards pupils	22	18.3	10	18.5	6	16.7	8	17.4
Teachers' poor communication with pupils	14	11.7	12	22.2	17	47.2	12	26.1
Failure to attend to pupils' personal problems	12	10	7	13	9	25	6	13.0
Teachers' laziness	11	9.2	12	22.2	4	11.1	8	17.4
Going out with pupils	10	8.3	2	3.7	0	0	1	2.2
Favouritism towards certain pupils	9	7.5	2	3.7	0	0	0	0
Reporting for class late	9	7.5	3	5.6	0	0	0	0
Harshness towards pupils	8	6.7	1	1.9	0	0	10	21.7
Reporting for work drunk	7	5.8	1	1.9	0	0	0	0
Absenteeism from class	7	5.8	2	3.7	0	0	0	0
Familiarity with pupils	3	2.5	0	0	0	0	0	0
Poor behaviour in front of pupils	3	2.5	1	1.9	0	0	1	2.2
Hostility when asked questions in class	3	2.5	1	1.9	0	0	0	0
Borrowing or asking for money from pupils	2	1.7	0	0	0	0	0	0
TOTAL	N=120	100	N=54	100	N=36	100	N=46	100

Note: *Just like in Table 3, respondents were allowed to tick more than one response. This explains why the sum of the responses for all the schools far exceeds the total number of respondents at each school.*

It is clear from Table 7 that to a large extent, teachers' poor communication with pupils, teachers' threats and use of sarcastic and abusive language towards pupils, teachers' failure to attend to pupils' personal problems and teachers' laziness were outstanding teacher behaviours that were considered by pupils to cause indiscipline at Schools A and B. Other notable teacher behaviours associated with pupil indiscipline were having love affairs with schoolgirls, favouritism towards certain pupils, reporting for class late, harshness towards pupils and absenteeism from class.

The kinds of pupils' indiscipline caused by teachers' behaviour is shown in Table 8 below:

Table 8: Pupil Response to Teacher Behaviour

Pupils' Behaviour	Number of Pupils Mentioning each Behaviour							
	School A		School B		School C		School D	
	No.	%	No.	%	No.	%	No.	%
Nicknaming teachers	0	0	0	0	0	0	1	2.2
Establishing reason for teachers' behaviour	0	0	1	1.9	1	2.3	0	0
Becoming rude to teachers	14	24.6	10	18.9	7	15.9	5	10.9
Staying away from school	13	22.8	11	20.7	3	6.8	9	19.6
Making noise	10	17.5	8	15	4	9.1	4	8.7
Dodging	7	12.3	7	13.2	6	13.6	7	15.2
Helplessness	7	12.3	3	5.7	6	13.6	8	17.4
Getting involved in fighting	2	3.5	2	3.8	1	2.3	0	0
Staying away from particular teachers' class	1	1.8	2	3.8	1	2.3	1	2.2
Reporting erring teachers to higher (school) authorities	1	1.8	2	3.8	4	9.1	3	6.5
Speaking out	1	1.8	1	1.9	0	0	2	4.3
Reporting erring teacher to parents	1	1.8	0	0	0	0	0	0
Ignoring teacher	0	0	1	1.9	0	0	1	2.2
Drinking and smoking	0	0	1	1.9	1	2.3	0	0
Insulting concerned teacher	0	0	0	0	2	4.5	0	0
Keeping silent in protest	0	0	0	0	4	9.1	0	0
No Response	0	0	4	7.5	4	9.1	5	10.9
TOTAL	N=57	100	N=53	100	N=44	100	N=46	100

Table 8 shows that becoming rude to teachers, staying away from school, noise making, dodging and helplessness were the outstanding pupil responses to teacher behaviour.

Data from Headteachers/Deputy Headteachers and Members of Disciplinary Committees.

Headteachers/deputy headteachers and members of the disciplinary committees were also asked to indicate teacher behaviour which they felt caused pupil indiscipline. All the six members of the disciplinary committees at Schools A and D agreed with pupils that some pupil discipline problems were caused by the behaviour of teachers. But there was no consensus among respondents at Schools B and C where two respondents at each school felt that some pupil discipline problems were caused by the behaviour of teachers while the third felt this was not the case.

The behaviour of teachers which members of the disciplinary committees felt caused pupil indiscipline is presented in Table 9 on page 34.

Table 9: Disciplinary Committee Members View of Behaviour of Teachers Considered to Cause Pupil Indiscipline

Teacher Behaviour Causing Pupil Indiscipline	Number of Responses							
	School A		School B		School C		School D	
	No.	%	No.	%	No.	%	No.	%
Reporting late for class	1	10	1	25	1	33.3	2	13.3
Absenteeism from class	1	10	1	25	1	33.3	2	13.3
Familiarity with pupils	2	20	1	25	0	0	1	6.7
Drinking alcohol with pupils	1	10	0	0	0	0	2	13.3
Failure to attend to pupils individual needs	1	10	1	25	0	0	1	6.7
Failure to punish indiscipline	0	0	0	0	1	33.3	2	13.3
Leaking exam papers to pupils	2	20	0	0	0	0	1	6.7
Going out with pupils	2	20	0	0	0	0	1	6.7
Borrowing/asking for money from pupils	0	0	0	0	0	0	2	13.3
Reporting for work drunk	0	0	0	0	0	0	1	6.7
Total	10	100	4	100	3	100	15	100

At School A, familiarity with pupils, going out with pupils and leaking exam papers to pupils were the outstanding teacher behaviours seen to be causing pupil indiscipline. At Schools B and C, reporting late for class and absenteeism from class were among the major causes of pupil indiscipline while at School D, reporting late for class, absenteeism from class, drinking alcohol with pupils, borrowing/asking for money from pupils and failure to punish indiscipline ranked highest in causing pupil indiscipline.

According to the members of the disciplinary committees, the above teacher behaviours elicited a number of responses in pupils. These are shown in Table 10 below.

Table 10:   Disciplinary Committee Members' Assumed Pupils' Response to Teacher Behaviour

Pupil Responses	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Absenteeism/truancy	2	25	2	40	1	20	2	15.4
Dodging	1	12.5	1	20	2	40	3	23
Rudeness to teachers	2	25	1	20	0	0	2	15.4
Dishonesty	0	0	0	0	1	20	2	15.4
Non-compliance to teachers' requests	1	12.5	1	20	0	0	1	7.7
Beer drinking	0	0	0	0	0	0	2	15.4
Stealing	0	0	0	0	1	20	0	0
Promiscuity	1	12.5	0	0	0	0	0	0
Use of abusive language	1	12.5	0	0	0	0	1	7.7
Total	8	100	5	100	5	100	13	100

Table 10 above shows that according to members of the disciplinary committees, absenteeism/truancy, dodging, rudeness to teachers and non-compliance to teachers requests were some of the outstanding pupil responses to the teacher behaviour already shown in Table 9 on page 34. Amongst others the absence of teachers from class was seen to promote absenteeism and dodging in pupils as well as a general lack of respect for teachers.

At Schools A, B and D, the school administrators reported that some of the pupil discipline problems were caused by the behaviour of teachers. At School C, while the deputy head teacher reported that some pupil discipline problems were caused by the behaviour of teachers, the head teacher felt that teachers were disciplined and did not cause pupil discipline problems. The behaviour of teachers which headteachers/deputy headteachers felt caused pupil indiscipline is presented in Table 11 below.

Table 11: Headteachers View of Behaviour of Teachers Considered to Cause Pupil Indiscipline

Teacher Behaviour Causing Pupil Indiscipline	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Reporting late for class	2	33.3	1	25	1	33.3	2	25
Failure to punish indiscipline	0	0	1	25	1	33.3	1	12.5
Failure to attend to pupils individual needs	1	16.7	0	0	1	33.3	0	0
Familiarity with pupils	0	0	1	25	0	0	1	12.5
Drinking alcohol with pupils	0	0	1	25	0	0	1	12.5
Illegally enrolling pupils	1	16.7	0	0	0	0	1	12.5
Going out with pupils	1	16.7	0	0	0	0	0	0
Leaking exam papers to pupils	0	0	0	0	0	0	1	12.5
Borrowing /asking for money from pupils	0	0	0	0	0	0	1	12.5
No responses	1	16.7	0	0	0	0	0	0
Total	6	100	4	100	3	100	8	100

Table 11 shows a marked similarity to Table 9 on page 34.In other words, the headteachers view of the behaviour of teachers which they considered to be causing pupil indiscipline tallies on most items with the views of the members of the disciplinary committees. The areas of agreement include reporting late for class, failure to punish indiscipline, familiarity with pupils, failure to attend to pupils' individual needs, drinking alcohol together with pupils, going out with pupils and leaking exam papers to pupils

Table 12 below presents the pupils' responses that headteachers/deputy headteachers felt resulted from the teacher behaviours shown in Table 11 on page 37.

Table 12: Headteachers Assumed Pupils Response to Teacher Behaviour

Pupil Responses	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Dodging	1	20	0	0	1	20	1	33.3
Fighting	1	20	0	0	1	20	0	0
Classroom disruption	1	20	0	0	1	20	0	0
Absenteeism/truancy	0	0	0	0	1	20	0	0
Disorderliness	1	20	0	0	0	0	0	0
Disrespectful to teachers	0	0	0	0	0	0	1	33.3
Stealing	0	0	0	0	1	20	0	0
Beer drinking	1	20	0	0	0	0	0	0
No response	0	0	2	100	0	0	1	33.3
Total	5	100	2	100	5	100	3	100

From Table 12 above, it is clear that headteachers/deputy headteachers felt dodging, rudeness to teachers and absenteeism/truancy were the more prominent pupil responses to the behaviour of teachers shown in Table 11. Their views also tally with the views of the members of the disciplinary committees regarding pupil response to teacher behaviour.

Data from Focus Group Discussion

It will be remembered that, to get further information from the pupils, the focus group discussion was used. Through this method pupils provided in-depth information on certain teacher behaviours which caused or led to pupil indiscipline. These teacher behaviours are briefly outlined below.

Love affairs with pupils

All the four pupils at School A and School B who participated in the focus group discussion, representing 13.3% of the total number of pupils at each of the two schools emphasized that male teachers displayed extremely poor behaviour by having love affairs with schoolgirls. This behaviour was prevalent among young teachers and those in their mid and late thirties. The eight pupils mentioned above also indicated that teachers' having love affairs with schoolgirls resulted in pupils' rudeness towards other teachers but more so towards erring teachers themselves, lack of respect for teachers and teachers failure to control classes. All this happened because pupils became so familiar with teachers and expected preferential treatment from the erring teachers and their colleagues. It was a case of *familiarity breeds contempt!*' At School D this was not a particular problem while at School C this problem was non-existent because this is a boys' only school. Significantly, no

female teacher at all the four schools was reported to be having a love affair with a pupil.

Teacher language

There was 100% agreement among all the four pupils at Schools A, B and D respectively, that teachers used abusive and distasteful language towards them. The vulgar language that teachers used included such statements as "as if you hold your pen with your anus", and "put your stinking anus down." These phrases were used to pupils who had poor handwriting and when told to sit down. Other phrases used included "*Kaffirs*" "*cockroach*," and "*Ukununka*", which means you stink. Other comments were" you go and tell your foolish father," "not as foolish as your father." "*Imishishi nga pushi*" meaning your hair is like the fur of a cat, " I cannot take you to bed because you would just make my sheets dirty," and "*she is just a prostitute just leave her*." The last comment was made to a girl who called out to a fellow pupil to seek clarification on an issue under discussion in class. The teacher interpreted it as merely attention seeking, hence the above comment.

However, at School C pupils reported that the nature of communication between pupils and teachers differed from teacher to teacher. Some teachers were reported to use abusive language towards pupils. But, despite instances of the use of abusive language by some teachers, it was generally agreed that there was open and quality communication between pupils and teachers. Most teachers were reported to understand the problem at hand and reasoned with pupils in order to find an amicable solution to the problem at hand. Consequently, teacher-pupil relationships at School C were good.

Generally, the language of female teachers at all schools was found to be reasonable whereas among the male teachers, it was the older teachers as opposed to the younger ones who were guilty of using vulgar and abusive language.

On the basis of the behaviour of teachers shown in Table 7 on page 30, pupils complained that they lacked role models from amongst their teachers. As a member of the disciplinary committee at School A pointed out, to bring about good behaviour formation in pupils, there was need for teachers to teach by being good examples. Not only did the pupils lack role models but they also lacked guidance on matters of behaviour formation.

The pupils' views were echoed by both the members of the disciplinary committees and the school administrators. At School B, for example, the administration lamented the poor behaviour of 'modern' teachers some of whom were said not even to deserve being called teachers.

. Data From Discipline Records

There is a marked similarity in the pupil discipline problems shown in Tables 8, 10 and 12 to those found in such discipline records as the black book, report forms and minutes of disciplinary committee meetings at all the schools.

In spite of the numerous teacher behaviours that were considered by the pupils, the members of the disciplinary committees and headteachers/deputy headteachers to cause pupil indiscipline, all the eight headteachers/deputy headteachers in the sample reported that channels of communication existed for pupils to express their displeasure with the behaviour of teachers. These channels were through the class monitor to the grade and/or subject teachers, careers

masters, senior teachers through to the school administrator. These channels of communication were said to be very effective.

From the results presented in this chapter, this study has demonstrated that the behaviour of teachers with reference to language, punctuality, reporting for work drunk, teacher-pupil affairs, absenteeism from work, favouritism and teacher dress all affect pupil discipline in one way or the other. The data collected through all the four instruments show to a greater degree, that there is a relationship between teacher behaviour and pupil indiscipline. Thus, hypothesis one is confirmed.

SECOND HYPOTHESIS

The second hypothesis of the study stated that there was a relationship between administrative practices and operational procedures on one hand and pupil indiscipline on the other.

Data from Pupil Questionnaire

Pupils were asked to indicate whether they felt pupil indiscipline was caused by headteachers/deputy headteachers. Table 3 shows that at School A, 30.6% (15) of the pupils indicated that headteachers/deputy headteachers were responsible for some of the pupil indiscipline. At School B, 57.1% (16) of the pupils indicated that the headteacher/deputy /headteacher were responsible for some of the pupil indiscipline. At Schools C and D, the number of pupils who felt that headteachers/deputy headteachers were responsible for some of the pupil indiscipline was 61.1% (11) and 65.5 (19) respectively.

The pupils who felt headteachers/deputy headteachers were responsible for some of the pupil indiscipline gave various reasons. These are presented in Table 13 below.

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Table 13: Head Teachers Behaviour Causing Pupil Indiscipline.

Headteachers'Behaviour	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Reporting for work drunk	3	18.7	0	0	0	0	0	0
Failure to address pupils needs	3	18.7	2	6.9	0	0	1	2.5
Over-enrolment	3	18.7	0	0	0	0	0	0
Chasing pupils from school	0	0	0	0	3	12	0	0
Absenteeism	3	18.7	0	0	0	0	0	0
Favouritism towards certain pupils	1	6.2	1	3.4	3	12	2	5
Prescribing very hard punishment	0	0	0	0	4	16	12	30
Using abusive language to pupils	0	0	2	6.9	0	0	4	10
Harsh to pupils	0	0	5	17.2	7	28	10	25
Overlooking pupil and teacher indiscipline	2	12.5	8	27.6	1	4	4	10
Going out with school girls	1	6.2	2	6.9	0	0	0	0
Allowing prefects to beat fellow pupils	0	0	1	3.4	2	8	0	0
Detaining pupils after school hours	0	0	3	10.3	0	0	3	7.5
Punishing pupils for silly mistakes	0	0	2	6.9	5	20	2	5
Bureaucracy	0	0	1	3.4	0	0	0	0
Familiarity with pupils	0	0	1	3.4	0	0	0	0
Punishing pupils during lesson time	0	0	1	3.4	0	0	2	5
TOTAL	N=16	100	N=29	100	N=25	100	N=40	100

Among other things, Table 13 above shows that the practices of headteachers/deputy headteachers blamed for causing pupil indiscipline were similar to the teacher behaviours discussed under the first hypothesis and shown in Tables 7,9 and 11 on pages 30,34 and 37. They include failure to address pupils' needs, going out with schoolgirls and familiarity with pupils. The same behaviours were seen by the pupils (Table 7 on page 30), members of the disciplinary committees (Table 9 on page 34) and headteachers/deputy headteachers (Table 11 on page 37) to be teacher behaviours causing pupil discipline problems.

According to the fifteen, sixteen, eleven and nineteen pupils at Schools A, B, C and D respectively, who indicated that headteachers/deputy headteachers were responsible for causing pupil discipline problems, (Table 3 on page 26) the resultant discipline problems are shown in Table 14 below.

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Table 14: Pupil Response To Headteachers Behavior

Pupil Response	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Dodging	2	9.1	0	0	2	18.1	3	15.8
Beer drinking	2	9.1	0	0	0	0	0	0
Late coming	1	4.5	0	0	1	9.1	4	21.1
Noise making	1	4.5	0	0	0	0	0	0
Rudeness to teachers and headteacher	1	4.5	0	0	0	0	3	15.8
Loitering	1	4.5	0	0	0	0	0	0
Absenteeism	0	0	0	0	0	0	1	5.3
Defiance to authority	0	0	0	0	0	0	2	10.5
Abusive language	1	4.5	0	0	0	0	3	15.8
No response	13	59.1	16	100	8	72.7	3	15.8
Total	22	100	16	100	11	100	19	100

Table 14 shows a clear similarity in the pupil response to (headteacher/deputy headteacher) administrative practices and operational procedures to the pupil response to teacher behaviour shown in Tables 7, 9 and 11. These pupil responses are shown in Tables 8, 10 and 12. It is significant to note that

at School A, for instance, the pupil response to the administrative practices and operational procedures is almost identical to the pupil responses to teacher behaviours shown in Table 9. At School B, no pupil provided any example of pupil behaviour that resulted from headteacher/deputy headteachers' practices and operational procedures presented in Table 13 on page 43.

Data from Disciplinary Committee Members' Questionnaire.

At schools A and B, the six members of the disciplinary committee agreed with the pupils' assertion as well as with the headteachers at Schools A, B and D and the deputy headteachers at all the four schools that some of the pupil discipline problems were caused by certain administrative practices and operational procedures. However, there was no consensus among the members of the disciplinary committees at Schools C and D on the same issue. Table 15 below presents the disciplinary committee members' view of administrative practices and operational procedures considered to cause pupil indiscipline.

Table 15: Disciplinary Committee Members' View of Administrative Practices and Operational Procedures Considered to Cause Pupil Indiscipline.

Administrative Practices and Operational Procedures	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Sending pupils away from school	0	0	0	0	1	100	0	0
Intimidation	0	0	0	0	0	0	1	16.7
Disregard for pupils opinions	0	0	0	0	0	0	1	16.7
Use of sarcastic language towards pupils	0	0	0	0	0	0	1	16.7
Failure to trust pupils with responsibilities	0	0	0	0	0	0	1	16.7
Bureaucracy	1	50	1	100	0	0	1	16.7
Over- enrolment	1	50	0	0	0	0	0	0
Familiarity with pupils	0	0	0	0	0	0	1	16.7
Total	2	100	1	100	1	100	6	100

The administrative practices and operational procedures shown in Table 15 above were considered by the members of the disciplinary committees to lead to the pupil discipline problems shown in Table 16 below.

Table 16: Disciplinary Committee Members' Assumed Pupils' Response To Headteacher Administrative Practices and Operational Procedures.

Pupil Response	Number of Responses							
	School A		School B		School C		School D	
	No	%	No	%	No	%	No	%
Noise making	2	25	0	0	0	0	0	0
Dodging	2	25	0	0	1	50	0	0
Absenteeism	1	12.5	0	0	0	0	0	0
Late coming	1	12.5	0	0	0	0	0	0
Vandalism	1	12.5	0	0	0	0	0	0
Disrespectfulness towards authority	0	0	0	0	0	0	1	100
Truancy	1	12.5	0	0	1	50	0	0
Prefect beating fellow pupils	0	0	1	100	0	0	0	0
Total	8	100	1	100	2	100	1	100

. Again, there is a marked similarity in pupil response to headteacher behaviour to the pupil response to teacher behaviour (Table 8). At Schools A, B and D, the role the headteachers/deputy headteachers played in influencing pupil behaviour is evident from the huge number of pupils, respectively who felt that school headteachers/deputy headteachers were responsible for some of the pupil indiscipline as shown in Table 4 on page 27. Thus, hypothesis two is confirmed.

Summary of the Findings

The study has shown that there is a relationship between administrative practices and operational procedures and pupil indiscipline as well as between teacher behaviour and pupil indiscipline

CHAPTER FIVE

DISCUSSION OF THE RESULTS

This chapter discusses the salient findings of this study on the relationship between pupil indiscipline and teachers' behaviour in light of teacher language, teacher absenteeism, teacher punctuality, teacher drunkenness, teacher-pupil affairs, teacher favouritism and teacher dress. The chapter also discusses the findings of the study on administrative practices and operational procedures and their relationship to pupil indiscipline.

First Hypothesis

The first hypothesis of this study stated that there was a relationship between the behaviour of teachers and pupil indiscipline.

It will be remembered that this study intended to find out whether teachers' behaviour caused pupil indiscipline. There are a number of factors that can make a pupil develop a positive or negative attitude towards teachers and school, in general. One of the factors is the lack of warm pupil-teacher relationships resulting in the pupil being alienated from his/her teacher and school, and more specifically from classroom- based learning activities. Such pupils are likely to experience a low self-esteem. Phiri (1984) has stated that when such an atmosphere is created in a classroom or school, pupils will resort to disruptive behaviour.

The findings of this study show that failure by teachers to attend to pupils' personal problems, teachers' poor communication with pupils, threatening and abusive teacher language and unfair treatment by teachers were among the main reasons for pupils' involvement in acts of indiscipline. In fact the lack of opportunity for open discussion with teachers was the most important reason why 46.7% and

16.7% of the pupils at Schools A and B respectively indicated had a poor/very poor relationship with their teachers.

There was overwhelming evidence from both pupils and members of the disciplinary committees at Schools A and B that there was a serious lack of open discussion and openness between pupils and teachers. Teachers spent very little time with their pupils beside the timetabled lesson time and therefore did not professionally discuss pupils' behaviour problems and needs with their pupils. The little time that teachers spent attending to pupils' individual needs and discussing pupils behavioural problems implies that few situations were available for pupils to freely express themselves to teachers both in academic and non-academic areas. Not only does this leave pupils feeling isolated, but the lack of such professional individualised guidance and counselling implies that the pupil is not offered support to help him/her become responsible for his/her behaviour, but is rather left to define and determine his/her own behaviour. The lack of proper channels of communication for consultation and complaints may usually lead to poor teacher-pupil relations.

Apart from the lack of open discussion between pupils and teachers, it was evident that teachers did not show concern and understanding for and towards pupils. Consequently, teachers were scarcely able to identify pupils with problems and help them overcome their problems.

From the responses to the questions investigating teacher language, the data revealed that there was a serious lack of appropriateness in the communication patterns employed by teachers in their interactions with pupils in all but one school, namely School C. Teachers applied inappropriate and incorrect verbal sanctions, namely abusive and threatening language. It was clear that teachers did not appreciate the simple fact that pupils were human beings too with feelings and social, emotional and other problems of their own. Neither did teachers seem to

realize that the language which people within an organization often use and the ways in which they use that language, directly or indirectly reflect a value base for the people within that organization. This value base then serves as a model to acquire.

Another factor which can make a pupil develop a negative attitude towards teachers and school, and which can adversely affect a pupil's behaviour pattern is teacher's disposition, especially his/her disposition on social conduct. As Mfune (1987) has recorded a teacher who makes bad and demeaning remarks on his/her pupils will elicit negative emotions among his/her pupils, and they will begin to hate him/her and everything that he/she stands for. This is so because two of the most powerful and persistent human needs are the need for social acceptance and the need for communication. If a teacher is disliked, or if he/she dislikes a pupil, there will be barriers to both acceptance and communication. When barriers to communication arise, tensions between teacher and pupil are likely to increase.

While teachers expect pupils to behave in certain ways, pupils also expect teachers to behave in certain ways. Since pupils expect teachers to conduct themselves as adults, teachers are left with no option but to accept that role. In playing out their role as adults, teachers' actions are bound to have important and long lasting effects upon the pupils. However, the findings of this study show that teachers did not reflect on the impact of their behaviour on the behaviour and attitudes of pupils. Teachers showed little awareness or if they did, then they did not mind the fact that their treatment of pupils and their general behaviour played a big role in shaping the behaviour patterns of their pupils.

Teachers did not display behaviour which helps to shape pupils behaviour in a positive manner and which would make pupils want to emulate them. And yet as Wiseman (1964) argues, exemplary teacher behaviour is crucial in determining pupil

behaviour. This agrees with the findings of other researchers such as Sachingongu (2000:64) who states that:

> Being the person on the spot and one that spends a lot of
> time with the pupils, a girl or boy would be greatly affected
> by the behaviour of a teacher.

Teachers at Schools A and B did not display exemplary behaviour to their pupils. Consequently, teachers did not take upon themselves the responsibility of teaching accepted behaviours. They did little or nothing to try and develop good or positive behaviours and attitudes in the pupils both in and outside of class. They were unable to provide intrinsic motivation for good behaviour among pupils through exemplary behaviour.

The failure by teachers to provide suggestions or examples of good behaviour is not surprising, given that teachers themselves did not exhibit good or exemplary behaviour. It is not surprising either that with such lack of exemplary behaviour, teachers rarely reflected on pupil behaviour and could not be expected to positively impact pupil behaviour through showing exemplary behaviour. It is also not surprising that teachers (at Schools A and B) exhibited indifference to pupil indiscipline. They own shortcomings in terms of behaviour could also be the reason they were not keen on discussing points of conflicts with their pupils but opted to deny pupils any opportunity for self-expression by using abusive and sarcastic language towards pupils, and by being generally hostile to pupils.

The absence of a teacher from class either because he/she did not report to class altogether or because he/she arrived late was found to lead to quarrels and fights breaking out when pupils became restless. Furthermore, teacher absence from class led to dodging and thereafter to beer drinking.

As pointed out by the school administration at School A, if teachers were ever present in their classes, pupils would have no time to quarrel, fight and later on

dodge and go to drink beer during school hours. To a significant proportion, fighting, dodging and beer drinking were direct consequences of teacher absenteeism from class.

Teachers' illegal enrolment of pupils contributed to pupil indiscipline in that it led to large classes. Large classes might mean that the teacher is unable to give personal attention to pupils both in and outside the classroom. This might in fact be one reason why some pupils felt ignored by teachers. In addition, as Phiri (1984) found out, large classes are particularly problematic to control.

Teachers' propensity to report for work drunk, their poor dressing and inappropriate physical sanctions such as throwing books at pupils and punching them, all show that teachers did not reflect upon the impact of their behaviour on the behaviour formation of their pupils.

From the above account, it is evident that poor communication between teachers and pupils, threatening and abusive teacher language and negative teacher attitude to pupils' personal problems were all major factors that affected pupil behaviour patterns. Other factors were teacher-pupil affairs and harshness towards pupils. These teacher behaviours led to pupils being rude to their teachers, being absent from school, noise making and dodging amongst many others.

On the other hand, evidence from Schools C and D shows that a healthy and easy relationship between staff and pupils where teachers are patient, sympathetic and fair in their interactions with pupils is essential for discipline. The majority of the pupils, 93.6% and 90% for Schools C and D respectively, members of the disciplinary committees and the schools' administration reported that pupils enjoyed a warm relationship with teachers based on open communication. Clearly, to a large and significant extent, teachers and pupils enjoyed an open relationship which enabled pupils to discuss their discipline problems with their teachers.

In addition, teachers showed exemplary behaviour through their punctuality, non-absenteeism from class, decent dress and in the largely acceptable verbal sanctions that teachers used towards pupils. This may explain why at School C, for example, the pupils indicated that there were no teacher behaviours causing pupil indiscipline.

According to the *Theory of Social Learning* postulated by Bandura (1963), young people learn mostly through imitation and not necessarily through what they are told. Imitation plays an important role in the acquisition of deviant, as well as of conforming behaviour. In some cases the amount of learning shown by the observer can, in fact, be as great as that shown by the performer. It can be argued, therefore, that though notwithstanding the fact that the extent and/or link of the respective behaviours cannot all be specified for every teacher behaviour, teachers' behaviour entered indirectly into the behaviour of pupils. Therefore, teacher behaviour directly and indirectly affects pupils' behaviour. Teachers' behaviour sends signals of what is acceptable behaviour to pupils.

It is not surprising therefore that the behaviour of teachers at Schools A and B is similar to the offences that pupils at the same schools committed. Apart from the aspect of imitation, it is probable that teachers turn a blind eye to those undesirable behaviours that they are themselves guilty of.

Second Hypothesis

The second hypothesis of this study stated that there was a relationship between administrative practices and operational procedures on one hand and pupil indiscipline on the other.

At School A, the administration was found to be an absentee administration. Consequently, both teachers and pupils conducted themselves more or less as they

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pleased. When the school manager was in school, he was usually drunk and this rendered him incapable of exerting his authority on the school. The headteacher was indifferent and uncaring about the conduct of his teachers and pupils. Nobody respected the headteacher. At this school as the data revealed, the headteacher lacked commitment to the affairs of the school and failed to set exemplary behaviour for pupils to emulate. This agrees with the observation made by Millman (1980) who when writing about the climate of a British school noted that to a large extent it was shaped by the manner in which the headteacher perceived and performed his/her role. This was evident at this school where pupils reported an indifferent attitude towards school life by the headteacher. Without the support of the school administration, teachers found it hard to control pupils.

Headteachers' weaknesses spilled over to teachers and eventually to the pupils. Teachers' audacity to enrol pupils into the school without the consent of the administration demonstrates clearly the laxity of the school administration. One possible explanation for this is that headteachers who had the same habit found it tough to raise their voice against an erring teacher. This conduct by the school administrators, coupled with the unexemplary teacher behaviour which has already been discussed under the first hypothesis meant that pupils were left without proper guidance and control.

On the other hand, at Schools B, C and D, although the school administrators engaged in undesirable practices, they were reported to be very strict with pupils. In most cases, they meted out corporal punishment to offenders. At Schools B and D, there was a display of authoritarian behaviour based on status and power, from the school administrators. A general authoritarian environment prevailed at the two schools. This tended to elicit some measure of compliance from the pupils because of the fear of hard punishment. However, it was observed that in some cases,

because the deputy headteacher were so hard on the pupils, the pupils tended to rebel against authority.

At School C, there was a display of authoritarian behaviour based on sanction and acceptance. The school administrators' attitude to pupils' problems was, like that of the teachers at the school, one of sympathetic listening. Therefore the administration was readily accepted and respected by the pupils. At School C, school administrators adopted a policy of open dialogue with pupils based on negotiation and discussion. It was only at School C where less than half of the pupils indicated that the school administration caused pupil indiscipline. At the other three schools over 50% of the respondents indicated that school administrators caused pupil indiscipline.

At Schools B, C and D, teachers were under constant supervision from the school administrators. The findings of this study agree with the findings of Sachingongu (2000:60) who states that, "the administrative measures that a school may institute will have effects on pupils experiences, whether positive or negative." Such administrative measures will largely determine the (discipline) climate of a school.

Summary of Discussion of the Results

This study has demonstrated that although home environment cannot be completely ignored, school environment is an important factor that affects the behaviour patterns of pupils.

There is some evidence that pupil misbehaviour is provoked and supported by the school itself as an institution through the conduct of its teachers and school administrators. It appears that whatever anti-social behaviour/misbehaviour pupils may bring from home is reinforced and supported by the school itself, through its

teachers and school administrators. Some problems of social behaviour of pupils at school can be attributed to strained relationships between pupils and teachers on one hand and strained relationships between pupils and school administrators on the other.

It appears then, that good discipline does not create good schools but rather good schools create good discipline. In other words, it is good teacher-pupil, good headteacher-pupil relationships that induce good pupil behaviour. Poor teacher-pupil, poor headteacher-pupil relationships on the other hand seems to elicit poor pupil behaviour.

It becomes clear then from the above discussion that the most helpful teacher and school manager attitude is one of quiet sympathetic listening, in an attempt to understand the conditions that are bearing on a pupil before undertaking to change matters through instituting punitive measures or giving orders. It appears that only increased understanding may bring about better control while impatience and coercion may only result in distorting pupil behaviour.

If the teacher is seen to be benevolent, loving, caring and committed to maintaining and increasing the child's self-perception, the child's self-esteem or integrity will equip him/her with the ability to accept institutional authority. This is so because children are affected by, and concerned with, the human qualities and the attitudes of the teacher to them as individuals, not with his/her knowledge of his/her teaching subject which is taken for granted. This agrees with the findings of Anderson cited in Banks (1968). Anderson classified teachers into the dominative and the integrative categories. Dominative teachers were described as those who are involved in issuing orders, threats, reminders and handling out punishments to pupils. Such teachers were found to elicit in their pupils' aggressive and antagonistic behaviours. These behaviours were directed towards both teachers and fellow

pupils. Integrative teachers were found to be approving, commending, accepting and helpful. These elicited friendly, co-operative and self-directive behaviour in the pupils.

This study agrees with the *Interactionist Sociology of Education Theory* on which it was based. It has shown that pupils do not simply respond mechanically to either external stimuli or such internal forces as drives, needs or motives, but that they construct their behaviour in the course of their interaction with teachers and school administrators. It has also shown that though a pupils' home background can affect his/her behaviour, the school environment provides the immediate stimulus for school-based pupil behaviour, namely, interaction with teachers and headteachers/deputy headteachers. This study has therefore concluded that the internal operations of schools, particularly teacher behaviour and administrative practices and operational procedures, can contribute to pupil indiscipline.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study has demonstrated that the internal operations of schools have an impact on pupil indiscipline. There is considerable evidence from the data that teacher behaviour as well as administrative practices and operational procedures contribute to pupil indiscipline.

While the influence of the home environment on pupil behaviour cannot be disputed, this study has shown that to understand pupil discipline problems the school context must not be set aside.

Recommendations for Policy

This study has generated data that may be of use to a wide spectrum of stakeholders in education. These are policy makers, school administrators, teachers, student teachers and parents. The following areas deserve special attention.

I   Policy makers should formulate relevant and clear guidelines for teacher and headteacher behaviour. This code of conduct must be applied swiftly to offenders. This could enhance the smooth and efficient running of the educational system as well as help enhance administrative efficiency of schools, and also to ensure that effective classroom teaching and learning are not impeded for as Little (1960:118) observes "unless there is reasonable discipline in a school or college, there cannot be efficient education or training". Therefore, teachers and school administrators have a task of ensuring a safe environment maximally conducive to learning for all pupils in a school. Such an atmosphere must include appropriate communication

procedures and patterns for both teachers and pupils in whatever context teachers engage in their professional interaction with pupils. Factors such as communication patterns, decision-making procedures and techniques for handling school conflicts are all important in determining the discipline culture of the school. Teachers and school administrators must therefore be more sensitive about the language they use and the impact it may have on pupils.

2   Sound moral education should be given to would-be teachers in colleges and the University.They should be equipped with the skills to teach good behaviour to their pupils. This is based on the behaviourist theory postulated by J. F. Skinner which states that behaviour can be learnt if the necessary environment is created. In addition, serving teachers, male teachers in particular, should be counselled about the need to maintain a social distance from pupils, especially the girls.

3   The counselling unit in schools should be manned by trained teacher counsellors so that problematic pupils are easily and quickly identified and enrolled for constant, professional counseling.

. 4.   Schools should be encouraged to keep records of pupils' discipline problems. This would not only help teachers offer remedial advice, but would also assist them predict, to some measure, certain pupil behaviours and the causes of such behaviour.

5   Policy makers should ensure that they a basic understanding of teacher behaviour and the environment in which teachers work in. This might in turn assist in understanding pupil behaviour and in coming up with appropriate interventions.

Recommendations for Further Research

Because of the wide nature of the topic of discipline among school pupils, it was not possible to explore all its various facets in a single study like this one. The following are some of the suggested areas for further research.

1. A study that would investigate problem pupils both at home and at school would generate a wealth of knowledge on pupil indiscipline.

2. A study to investigate teacher preparedness in terms of pupil/classroom management would generate invaluable information which would assist teachers handle matters of pupil indiscipline.

3. It would be helpful to study punitive measures adopted by schools in view of the common psychological belief as elaborated by Tannenbaum (1977) that awarding punishments to offenders has the effect of eliciting or promoting the very behaviour it is intended to eliminate. This is especially important when considered against the background that pupils' (and parents') dissatisfaction with pupil treatment in school is a hot topic nowadays, and also because in the current political dispensation society is beginning to consider pupil opinion as an integral part of good administration and as training in leadership in a democratic society.

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APPENDIX A

Pupils' Questionnaire

Dear Pupil,

I am a student of education at the University of Zambia conducting a study to establish the relationship between school environment and indiscipline among pupils. You are kindly requested to answer all the questions in the questionnaire. Be frank and honest as all the information will be treated in the strictest confidence.

Tick in the box against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

1.   Name of School..

2.   Grade..

3.   Sex:
       1.   Male   [ ]   2.   Female   [ ]

4.   Age ....

5.   What do you think of your relationship with the teachers at your school?
       1. Very Good [ ] 2. Good [ ]   3. Poor [ ]   4. Very poor [ ]

6.   If your relationship with the teachers at your school is either poor or very poor, this is because of :

(I)   The failure by some teachers to understand the behaviour of pupils [   ]

(ii)   Unnecessary strictness by some teachers   [   ]

(iii)   Lack of opportunity for open discussions with teachers [   ]

(iv)   Favouritism by some teachers   [   ]

(v)   Any Other (specify) _____

       _____

       _____

       _____

7. What is your opinion concerning discipline at your school?

1. Very Poor [ ] 2. Poor [ ] 3. Good [ ] 4. Very Good [ ]

8. If the discipline at your school is either poor or very poor which of the following people do you think are mainly responsible for causing indiscipline?

(i) The headteacher and his/or deputy [ ]

(ii) Teachers [ ]

(iii) Prefects [ ]

(iv) Workers [ ]

(v) The pupils themselves [ ]

9. How is the behaviour of the teachers towards pupils at your school?

(i) Very Poor [ ]

(ii) Poor [ ]

(iii) Good [ ]

(iv) Very Good [ ]

(v) Excellent [ ]

10. If you think teachers are responsible for most of the indiscipline at your school, in which way are they responsible?

(i) Borrowing or asking for money from pupils [ ]

(ii) Favouritism towards certain pupils [ ]

(iii) Hostility when asked questions in class [ ]

(iv) Absenteeism from work [ ]

(v) Going out with pupils [ ]

(vi) They are harsh/cruel towards pupils [ ]

(vii) Reporting for work drunk [ ]

(viii) Familiarity with pupils [ ]

(ix) They use sarcastic language towards pupils [ ]

(x) Reporting for class late [ ]

11. Pupils at your school misbehave because of:

(i) Ignorance of school rules [ ]

(ii)   Teachers' laziness [   ]

(iii)   Unfair treatment by teachers   [   ]

(iv)   Unfair treatment by the headteacher/deputy headteacher   [   ]

(v)   Lack of strict school rules [   ]

(vi)   Their personal problems are not attended to by teachers   [   ]

(vii)   Peer pressure   [   ]

(viii)   Teachers' poor communication with pupils   [   ]

(ix)   As a form of rebellion because of teachers' threats and abusive language   [   ]

12.   What do you do when teachers do any of the things you have ticked above?

(i)   Make noise   [   ]

(ii)   Dodge   [   ]

(iii)   Stay away from school   [   ]

(iv)   Become rude to teachers [   ]

(v)   Get involved in fighting [   ]

(vi)   Any Other (specify) _____

_____

_____

13.   Are there differences in the way male and female teachers behave towards you?

1.   Yes   [   ]   2.   No   [   ]

14.   If yes, what are the differences?

1..

2..

3..

4..

15.   According to you, are there any discipline problems that are caused by the headteacher/deputy headteacher?

1.   Yes   [   ]   2.   No [   ]

16.   If the answer to question 15 is Yes list some of these discipline problems.

1..

2...

3...

4...

17.   What things does the headteacher/deputy headteacher do which bring about
       indiscipline at your school?

       1...

       2...

       3...

       4...

18.   Below is a blank space for you to write any other comments you may have
       concerning discipline among pupils at your school.

       _____

       _____

       _____

Thank you for your co-operation

APPENDIX B

Disciplinary Committee Members 'Questionnaire

Dear Sir/Madam,

I am a student of education at the University of Zambia conducting a study to establish the relationship between school environment and indiscipline among pupils. You are kindly requested to answer all the questions in the questionnaire.

Tick in the box against the answer you have chosen or write a few lines as required.

1.   Name of School...

2.   Title...

3.   Sex:
    1. Male   [ ]   2. Female   [ ]

4.   Age:
    1.   Less than 25 years old   [ ]
    2.   25 - 30 years old   [ ]
    3.   31 - 35 years old   [ ]
    4.   36 - 40 years old   [ ]
    5.   41 - 45 years old   [ ]
    6.   Above 45 years old   [ ]

5.   What is the exact role of the Disciplinary Committee at your school?
    1..
    2..
    3..

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4...

5...

6. In your opinion the behaviour of <u>pupils</u> at your school is:

   1. Excellent   [   ]

   2. Very Good   [   ]

   3. Good   [   ]

   4. Bad   [   ]

   5. Very Bad   [   ]

7. How can you describe the behaviour of <u>teachers</u> at your school with regard to pupils?

   1. Excellent   [   ]

   2. Very Good   [   ]

   3. Good   [   ]

   4. Bad   [   ]

   5. Very Bad   [   ]

8. According to you, are there any discipline problems caused by the behaviour of teachers at your school?

   1.   Yes   [   ]   2.   No   [   ]

9. If the answer to question 8 is <u>Yes</u> some of these discipline problems include:

   1. Truancy/Absenteeism   [   ]

   2. Classroom disruption e.g. noise-making   [   ]

   3. Rudeness to teachers [   ]

   4. Dishonesty   [   ]

   5. Stealing   [   ]

   6. Dodging   [   ]

   7. Promiscuity   [   ]

   8. Vandalism   [   ]

   9. Non-compliance to teachers' requests   [   ]

   10. Beer drinking and drug abuse [   ]

11. Any other (specify) _____

_____

10. What type of <u>teacher behaviour</u> causes the type of discipline problems you have ticked above?

1.   Going out with pupils   [ ]
2.   Drinking alcohol with pupils   [ ]
3.   Leaking exam papers to pupils   [ ]
4.   Reporting for class late   [ ]
5.   Failure to punish indiscipline   [ ]
6.   Reporting for work drunk   [ ]
7.   Familiarity with pupils   [ ]
8.   Absenteeism from work   [ ]
9.   Borrowing money/asking for money from pupils [ ]
10. Failure to attend to pupils' individual needs   [ ]

11. Are there any discipline problems among pupils which are caused by administrative practices and operational procedures at your school?

1.   Yes   [ ]   2.   No   [ ]

12. If the answer to question 11 is <u>Yes</u> what are these administrative practices and procedures?

1.   Disregard for pupils opinions   [ ]
2.   Use of sarcastic language towards pupils   [ ]
3.   Bureaucracy [ ]
4.   Failure to trust pupils with responsibilities   [ ]
5.   Unnecessary threats to pupils   [ ]
6.   Familiarity with pupils   [ ]
7.   Any other (specify) _____

_____

13. What discipline problems among pupils result from the administrative practices and procedures you have ticked above?

1...
2...

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3. ....

4. ....

5. ....

6. ....

14. If your answer to question 8 is <u>Yes</u> what do you recommend to reduce teacher caused indiscipline at your school?

1. ....

2. ....

3. ....

4. ....

Thank you for your co-operation

Headteachers'/Deputy Headteachers' Questionnaire

Dear Sir/Madam,

I am a student of education at the University of Zambia conducting a study to establish the relationship between school environment and indiscipline among pupils. You are kindly requested to answer all the questions in the questionnaire.

Tick in the box against the answer you have chosen or write a few lines as required.

1.   Name of School...

2.   Title:...
     1.   Head [   ]   2.   Deputy Head   [   ]

3.   Sex:
     1. Male   [   ]   2. Female   [   ]

4.   Age:
     1.   Less than 31 years old   [   ]
     2.   31 - 35 years old   [   ]
     3.   36 - 40 years old   [   ]
     4.   41 - 45 years old   [   ]
     5.   Above 45 years old   [   ]

5.   According to you, are there any discipline problems caused by teachers' behaviour?
     1.   Yes [   ]   2. No [   ]

6.   If the answer to question 5 is Yes list some of these discipline problems.
     1...
     2...

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3...

4...

5...

6...

7...

8...

7.   What type of <u>teacher behaviour</u> causes the type of discipline problems you have listed above?

1.   Teachers getting too close to pupils   [   ]

2.   Borrowing/asking for money from pupils [   ]

3.   Teachers drinking alcohol together with pupils [   ]

4.   Teachers leaking examination papers   [   ]

5.   Teachers failing to punish indiscipline thereby appearing to be condoning it [   ]

6.   Teachers reporting late for class [   ]

7.   Teachers' failure to address pupils' individual problems   [   ]

8.   Teachers reporting for class drunk   [   ]

8.   Are there channels of communication through which pupils can express their displeasure with a teachers' behaviour?

1. Yes   [   ]   2. No [   ]

9.   If yes, which are these channels?

1...

2...

10.   How effective are these channels in resolving pupils' displeasure with a teachers' behaviour?

1.   Not effective   [   ]

2.   Barely effective   [   ]

3.   Very effective   [   ]

11.   If these channels are either 'Barely effective' or 'Not effective', why is this so?

1...

2...

3...

4...

5...

6...

12. What do you think could be done to promote discipline among pupils at your school?

1...

2...

3...

4...

5...

6...

Thank you for your co-operation

Headteachers'/Deputy Headteachers' Interview Guide

SEX............   **SCHOOL**....................

POSITION....................

1. What is the nature of the relationship like between pupils and teachers/headteachers at your school?

2. How can you describe the behaviour of teachers and headteachers towards pupils at your school?

3. In your view, what causes the discipline problems at your school? What is the administration doing about it?

4. What type of language do teachers use in their conversations with pupils?

5. What channels of communication are available to a pupil who has a complaint against a teacher?

6. What is your view concerning the form/nature of punishment given to pupils at your school?

Thank you for your co-operation