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To Explore The Impact Of Illicit Behaviour On Academic Performance Of A Learner: A Case Study Of Three Selected Public Day Secondary Schools In Chilubi District Of Northern Province Of Zambia

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Abstract- The purpose of this research study is to find out the dangers of pupil immoral behaviors on the academic process in the sampled public secondary schools in Chilubi district of Northern province of Zambia. The study will also mean to find out what can be done to improve the current scenario in order to enhance the provision of quality education through discipline. Significantly, the research study will focus on public day secondary schools in Chilubi district of Northern Province highlighting and ascertaining the prime factors contributing to influx of dropouts of school, in particular, public day secondary schools. The basic objectives of this study will be ascertaining degree to which pupil immoral behaviour impacts on academic process and progress among learners in the three (3) selected sampled public day secondary schools in Chilubi district. The relevant data will also be collected through individual interviews, checking of school records and questionnaires. The study will adopt a descriptive survey and correlation research designs for comprehensive data collection. Furthermore, the qualitative and quantitative methodologies will be employed so as to establish detailed data tabulations and tendency .The study population will characterize 400 respondents; and sample size will be 63 comprising 30secondary school pupils, three (3) head teachers, 3 guidance teachers, (5) parents from each school 3 guidance teachers and 9 teachers from three purposively selected sampled public day secondary schools namely, Chaba, Kasanda and Kasesha. In these secondary schools, pupils will be selected randomly to help assess the relationship between pupil discipline and academic performance. Questionnaires and interview schedules will be employed while focus group discussions will be used to collect data from respective teachers.

Keywords- Pupil Discipline, Immoral Behaviour, Academic Performance, School Dropouts, Quality Education.

I. INTRODUCTION

The significance of this chapter is to comprehensively provide an overview of the process that will be followed in assessing the relationship between pupil immoral

behaviour and academic process and progress in selected public secondary schools of Chilubi district in Northern Province. The study in this chapter will further explore and present the following: background of the problem, statement of the problem, purpose of the study, objectives of study, the research questions, significance of the study, limitations, delimitations, theoretical frame work acronyms, and definition of key terms to be used in this study. Discipline from pupils is very cardinal in the teaching and learning as it contributes to a conducive environment which is necessary to yield good results. One of the functions of a teacher in a school is to maintain morality and discipline. Children's rights in schools have revolutionized the methods teachers use to instill morality and discipline. The new methods of instilling morality in schools have proved to be less effective and unpopular among teachers hence contributing to the falling levels of discipline in schools.

Purpose of the Study

The purpose of the study is to explore and assess the relationship between pupil immoral behaviour and academic performance by establishing the nature of this mutual relationship by using such variables as lesson attendance, completion or non-completion of continuous assessments, carrying out homework activities among secondary public school pupils in selected secondary public schools in Chilubi district of Northern province of Zambia. The purpose of this study is an investigation into the dangers of indiscipline of pupils in secondary schools: case study of three selected secondary schools in Chilubi district of Northern Province of Zambia In fact, it is on record that many educationists in other parts of the world- Europe and America had extensively conducted researches on the subject. "Immorality", but in Africa, Zambia in particular, this field is not yet properly employed obviously, the incidence of immorality of all sort has been reported. In many Educational institutions of learning and it has been observed that the act of immorality (Evil) is very rampart among learning institutions students. It is important to remark on the wantonness of this evil act among our youth of today.

- To determine the cause of immorality among today youths.
- To determine the effect of immoral acts and reasonable solution for this.
- To reduce the effect of this evil.
- To set as a guide in embarking on a meaningful campaign, guidance and counselling in enlightenment the youths (students) on the danger inherent in immoral living.

Objectives of the study

- To find out the relationship between pupil morality and academic performance in
- To asses weather incident of observance of time management affect student performance
- To find out rule and regulation in school affect student performance

- To find out if the administration of punishment in schools improve student academi

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- To asses if deviant behaviour of learners affect their academic performance and other life endeavours
- Find out the level of morality among pupils in secondary schools.
- Ascertain the measures used to instill discipline to pupils in secondary schools.
- Find out the factors that contribute to immorality of pupils in secondary schools.
- Suggest appropriate measures to curb immoral behaviors in secondary schools

II. LITERATURE REVIEW

The Concept of Punishment and Discipline.

The essence of discipline in each and every school could be overemphasized. This was because discipline was paramount in every junior secondary school for the success of teaching and learning processes as well as molding a pupil to be a better and responsible citizen in future (Bear, 2010). In Zambian schools, the Deputy Head teachers with their teachers are tasked with the responsibility of administering discipline to the learners (MOE, 1996). This was to help them understand the signifince of discipline and its roles in a view of achieving success in all spheres of school life. UNESCO (2006) defines discipline as "the practice of teaching or training a person to obey rules or a code of behaviour in both short and long term." Basing on the forgoing understanding of discipline, it can be deduced that discipline has to do with positive correction as advocated by social discipline and congruent communication theories which are in line with non-corporal modes of discipline as emphasized in the post corporal punishment era in all Zambian schools. These views are validated by Musambai, (2003) who affirms that in secondary schools, discipline enables one to grow morally and intellectually and that one is molded to be independent and responsible. In line with Mbiti, (1998), discipline is understood as a system of guiding the individual to make reasonable decisions responsibly.

This however also implies that discipline has to do with responsibility, order and regularity. For instance, according to Muzumara (2007), in a classroom situation, discipline means the control of a class in a bid to achieve desired and acceptable behaviour. From this view, it is observed that when discipline is properly handled it would undoubtedly produce students with self-direction, responsibility and concern for others. Good discipline in secondary schools aim at primarily creating and maintaining a good teaching and learning environment resulting in school academic success (Musambai, 2003). On the contrary, indiscipline among students comprises acts that interfere with learners' attempts to grow and achieve given objectives. In an effort to instill discipline among learners, educators have used methods of rewards and punishments for good and bad behaviour (Slavin, 2006). School discipline has not only caused students to turn on each other but also has made them to be deviant to their teachers. It is for this reason that congruent communication theory advocated by Ginott (Charles, 2011) encourages educators to focus less on punishment and discuss behaviour problem to enable offenders gain self-discipline and help them feel safe and valued. In behaviour terms, discipline means various aspects of relationships while in others it means obedience to the society.

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Non-Corporal Disciplinary Measures used in learning institutions.

There was enough evidence from literature which showed that educators in countries where corporal punishment had been abolished were now using forms of punishment that were non-corporal. Naong (2007) in Kenya found out that educators who usually relied on corporal punishment now had to develop alternative methods of coping with discipline problems. Current studies show that most schools have moved away from corporal punishment as a disciplinary action and rely more on modes of discipline that are non-corporal such as in-school suspension, after school detention and other wide range of punishments (Ndembu, 2013). However, it was observed that the Non-corporal disciplinary measures used vary from one school to another. Worth mentioning is that non-corporal disciplinary measures used in schools both at local and international levels may appear to be the same though some may differ, just like the similarities and differences of indiscipline cases in schools. Studies done by Ndembu (2013) in Kenya revealed some of the disciplinary measures used in Kenya. Among many are guidance and counselling, rewarding of disciplined pupils, involving students in decision making, improving extra circular activities, delegating responsibilities to deviant students, sending for parents of offending students and others.

Mweemba (2011:16) in his research conducted in selected Zambian Secondary schools in Kabwe established that many teachers have no alternatives to punishment and so most teachers overload the office of the Head teachers with all sorts of pupil offences…." Mweemba's findings may not be accurate as the researcher did not agree with his findings. There are other forms of punishment or ways of instilling discipline which teachers can use which are non-corporal. That is why this research was to some extent aimed at verifying the findings of Mweemba (2011) and to gain clear insights on the punishments used in schools. The purpose of Mweemba's study was to investigate the effectiveness of punishment in suppressing deviant behaviour among pupils which was not the purpose of this study.

According to the general survey from the ending corporal punishment campaign, Soneson (2005) suggests some of the alternative ways of dealing with disciplinary as opposed to corporal punishment which educators in Zambian schools should be using. Among many, some are; praise and rewards, using good words when correcting the offender, negotiate a compromise, guidance and counseling, giving the offender a non-abusive task related to what a child has done wrong and restorative justice (Soneson, 2005). However, the alternatives given are suggested alternative modes of discipline in the Zambian context. This research was conducted to establish the state of discipline used by teachers to instill discipline among pupils in selected Government Secondary Schools of Kalulushi District. The research further assessed whether the suggested measures as reported from the research conducted by Soneson (2005) were being used in Government Secondary Schools in Zambia. Most researchers were mainly interested in issues to do with the effects of abolishing corporal punishment in schools. Hence, the strength and justification of this research was to try and fill the gap which may lead to improved discipline in Government Secondary Schools in Zambia.

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Suitability of Non-Corporal Disciplinary Measures OR Degrees.

As already alluded to, there were different types of non-corporal modes of punishment to be used in order to instill discipline among pupils in Government Secondary Schools. However, research has shown that the suitability of discipline to be applied on offending learners is dependent on the offence. This is echoed by Griffins (1996) whose views were that a grave offence is dealt with through counselling as opposed to corporal punishment. He further expressed that suspension should rarely be used to deal with disruptive behaviour. He is of the view that counselling by members of school and pastoral program should be used. Literatures reviewed according to UNESCO (2006) suggest that the suitability of the disciplinary measures should be within the confines of the legislation on the abolishment of corporal punishment. This is affirmed by Beyani (2008); and Soneson (2005) who contends that children are human beings who should be free from any form of violence. The reviewed literature with regards to suitability is also in line with the children's rights instrument which was adopted on the 20th November 1989 and which was ratified on 2nd of December, 2003 (UNESCO, 2006). Suitability of the non-corporal disciplinary measures aims at achieving the intended goal of instilling discipline among learners in the school environment.

Teachers play a role of friend and advisors to pupils and that at the same time, they are disciplinarians to those whose behaviour is giving cause of concern (Mwamwenda, 1996). Punishment for misbehavior may include detention or suspension. In case of absenteeism, parents should be involved. Research conducted by Phiri (2012), in trying to establish the impact of abolishing corporal punishment and the nature and causes of indiscipline in secondary schools has revealed that there has been an increase of indiscipline in secondary school from the time corporal punishment was abolished in schools in Zambia. The findings of such increase are attributed to the unsuitableness and ineffectiveness of the non-corporal disciplinary measures that teachers have adopted following the removal of corporal punishment. this of course may not be true because pupils learn well in violent free environment where corporal punishment is not used as a means of correcting offenders as supported by Soneson (2005) in the research conducted in Southern, Lusaka and Copper-belt provinces in Zambia whose findings were that, pupils would rather their teachers talk and advise offenders other than using corporal punishment on them. This too is acknowledged by a research conducted in Kenya by Kindiki (2009) on student discipline in secondary schools on the role of guidance and counselling which shows that the schools with guidance and counselling programmes were seen to be effective in that there was a great change in pupils' behaviour.

Research done by Ayieko (1988) in Kenya on the suitable disciplinary method showed that; 52% of teachers preferred counseling as a suitable method which is generally applicable to the secondary school pupils for both genders. Teachers expressed the views that counseling makes students feel closer to the teacher and that it enables the offenders establish friendly relations. Teachers expressed the views that counseling enables them to get to the roots of the problem through interrogation and those students had the liberty to take and realize the dangers of their disobedience. In

as much as counseling is being preferred as a suitable method of discipline, most educators lack the skill of counseling as for some teachers, counseling was not a component of their training.

Identified Gaps and Justification

Basing on the reviewed literature, it is clear that the three research objectives and the problem for this study have not been addressed by local researchers in this area of my study domain. This is befitting or sufficing to the fact that most of the writings, studies and findings explored in foreign countries are carefully compared so as to significantly consolidate the Zambian research insights and concepts for a comprehensive research study. Additionally, the local studies review that are their objectives different from what the current study is aimed to achieve. For instance, Phiri (2012) concentrated on the impact of abolishing corporal punishment in Zambian schools; Simango (2012) investigated on effects of corporal punishment ban in high schools; Mweemba (2011) investigated on the effectiveness of punishment in suppressing deviant behavior among pupils; Soneson (2005) looked at the perception of pupils in abolishing corporal punishment and proposed better alternatives to corporal punishment for teachers to be using on pupil discipline, and Banda (2006), investigated on the negative effects of corporal punishment on children.

The above studies reveal the types, causes and the high levels of indiscipline in public junior secondary schools, causes of indiscipline as well as some preferred alternative modes of discipline to be used by educators in junior secondary schools to instill pupil discipline. However, the current study does not focus on corporal punishment modes but on non-corporal disciplinary measures. It apparently appears that no clear studies have been done to evaluate the essence of idea and the challenges being faced by educators in using non-corporal disciplinary measures and other trends. Owing to the literature reviewed, the problem for this study has not been answered by the previous studies and academic relevant publications and literature.

III. METHODOLOGY

INTRODUCTION

This chapter presents the methodology that was used in this research study. The chapter explains the research paradigm and design used in the study, the target population and how sampling was done from the target population. The chapter further gives the instruments that were used to collect and analyze data.

Research paradigm.

The study was guided by the pragmatism paradigm. Pragmatism paradigm is an approach to research that advocates the used of mixed methods in data collection and analysis. This study adopted this paradigm because the researcher collected data using mixed method that is qualitative and quantitative methods. Quantitative data was basically numeric data such as numbers of respondents that support or reject a certain concept. Qualitative data was in form of themes.

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Research Design

This study adopted a descriptive research design particularly a survey design under qualitative approach. Descriptive survey was the method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho 2003). This design was considered to be appropriate for the study because according to Kothari (2006) survey is concerned with describing, recording, analyzing, and reporting conditions that exist or existed. The descriptive survey research design enabled the researcher to explore the influence of non-corporal ways of administering discipline following the removal of corporal punishment in government junior secondary schools of Kasama district. Additionally, the descriptive survey design was appropriate for this study in the sense that the researcher used interview guide and questionnaires as instruments for data collection.

Target Population

Population is a set of people or entities to which findings are to be generalized (Fraenkel & Wallen, 1993). In this study, the target population meant a group of individuals that had the same characteristics from which the sample was drawn. Therefore, the study targeted 3 Government Secondary Schools in Chilubi district, 3 school administrators (Deputy Head teachers), 25 teachers and 100 learners.

Study Sample

A sample as defined Cohen (2006) is a group of individuals derived from the target population who actually participate in the study. This study had a total sample of 50 respondents which comprised 3 school administrators, 5 teachers and 40 pupils from the 3 selected public day secondary schools and these schools were: Chaba, Kasanda and Ksesha respectively.

Sampling Procedure

The participants for this study were sampled purposively. Purposive sampling as Cohen (2006) puts it is a method of sampling where the researcher purposively targets a group of people believed to be reliable for the study. The study therefore intended to use the stated categories of participants based on their experience on non-corporal forms of instilling discipline in day secondary schools following the abolishment of corporal punishment in public schools. Purposive sampling was thus used to sample5 school administrators and to choose respondents from teachers and pupils. Homogeneous and typical samplings were used to sample 15 teachers and 60 pupils. The selection had been based on the knowledge and the purpose of the study and that the sampled individuals had similar characteristics. This was because all that was required for the research was a relatively small, clearly defined population to use.

Reasons for sampling 3 public day secondary schools were that these are the day secondary schools located in the catchment area which based on records reports more disciplinary cases in the district as could be verified in the punishment books and in records of minutes for disciplinary cases. Grade teachers were purposively sampled in the sense that they are in-charge of maintaining discipline in their classes and outside classes for all the pupils. Pupils were purposively sampled because they were the ones that are being disciplined, and that prefects and head boys/girls assist the school

authorities to ensure discipline was maintained in the learning institution. The head teachers were purposively selected because they were the disciplinarians and chairpersons of disciplinary committee in schools and were custodians of the punishment books where cases of serious offenses and the type of punishment given to offenders were often recorded in schools.

Data Collection Methods

Each school administrator was interviewed with the aid of the interview guide. Each of the participating teachers and pupils filled in questionnaires. The last method used to collect data was reviewing and analyzing secondary data from unpublished documents of current disciplinary policies of schools, minutes of disciplinary committee meetings, copies of school rules and from the punishment books. Also, all types of written communications that shed light on the alternative strategies to corporal punishment used in dealing with discipline problems in school were reviewed.

Data Collection Instruments

Instrumentation refers to the process of coming up with tools or means by which investigators would use in attempting to measure variables or items of interest in the data-collection process (Beddings, 2006). Research Instruments are therefore, measurement tools designed to obtain data on a topic of interest from research subjects. The following instruments were used for this study:

Semi-Structured Interviews

A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions with the opportunity for the interviewer to explore particular themes or responses further (Ng'andu, 2013). Semi-structured interviews were used to obtain specific quantitative and qualitative information from a sample of the population, obtain general information relevant to specific issues and to gain a range of insights on specific issues (Beddings, 2006). Deputy Head teacher participants were interviewed in order to gain insights on the levels of indiscipline, punishments and better ways of dealing with disciplinary issues in schools.

Questionnaires

Ng'andu (2013) defines a questionnaire as a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. Questionnaires were used in this study to obtain data regarding non-corporal disciplinary measures used in the concerned public day secondary schools, the views of teachers and pupils on these disciplinary measures regarding their suitability in curbing immorality and lastly the problems/challenges that were faced in using these disciplinary measures in public junior secondary schools.

Observation of Pupil Behavior in School

Qualitative Observation is the research process of using subjective methodologies to gather information or data. It focuses on equating quality differences and therefore takes a bit of time and uses a small sample size. The research in which observation

was used was extensive and the research is more personal (Ng'andu, 2013). The researcher observed the school behavior of pupils in the participating schools to gain an insight on indiscipline levels in these schools. The researcher observed and recorded the behavior of the pupils in terms of punctuality, deviant behaviour such as fighting, bad language etc. and the disciplinary measures that were administered.

Document Review

Secondary data had been generated by analyzing documents from unpublished documents of current disciplinary policies of schools, minutes of disciplinary committee meetings, copies of school rules and from the punishment books. All types of written communications that shed light on the non-corporal ways of instilling discipline in school were reviewed. The researcher took great care in evaluating the authenticity and accuracy of the information before using them. The researcher also checked on the recorded dates to make sure the phenomena were most recent.

Data Collection Procedure

The data collection was based on two major sources of data used by researchers. These were primary and secondary sources. Primary data is said to be a set of raw information that was collected by the researcher conducting the research. Secondary data refers to a set of second hand information initially collected and compiled by someone else apart from the current user. In this study the researcher used both primary data through individual semi- structured interviews, questionnaires observations; and secondary data through reviewing of documents.

Data Analysis

Data collected was analyzed by IT to form patterns that were identified. This strategy involved grouping respondents' responses and analyzing key issues.

Ethical Considerations

Before data was collected, a written permission was sought from the directorate of post graduate studies addressed to the providers of research information at each selected school. The researcher ensured that those who participate in study were absolutely clear about their rights to an explanation of aims, procedures, purposes, and the consequences of the study, publication possibilities and the right to refuse to take part or withdraw at any stage without any penalty to them. Participants were allowed to make confident decisions of acting voluntarily and making their decisions on the fullest possible information. As a moral and professional obligation, participants were informed of who the researcher was, where he came from and the purpose of the research. The participants were assured that their participation, their identity and the data were to be treated with utmost confidentiality and for academic purposes only.

Validity and Reliability

This had put into consideration the suggestion made by Berg (1989) as quoted by Mtonga (2016) to use various methods of data collection. Therefore, by using

questionnaires, semi-structured interviews, observation and analysis of documents lead to reliability.

Validity
This research used a methodological data triangulation in order to validate the data. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program, (Creswell, 2012). For example, the results that were obtained from questionnaires were compared with the observations made, with analysis made of records and with the data that was collected from the semi-structured interviews to see if they were same. This affirmed the validity of the data collected.

Reliability
To ensure that the variables were assessed consistently, categories of the frequently occurring data was identified and checked. Since reliability has to do with dependability as Kothari (2006) puts it, data was established by capturing all interviews on a voice recorder and transcribed in writing. The researcher attempted to reproduce the interview scripts as accurately as possible. The semi-structured interviews were unbiased and the researcher took care not to ask leading questions.

Summary
This chapter had explained the research design that was used in this study. The chapter has also looked at the target population and population sample as well as the sampling procedure which was used in this study. The chapter had also pointed out the methods which were implored in collection, processing and analyzing of data. The following chapter presents the findings of this study.

IV. RESULTS AND DISCUSSION

Findings on the Disciplinary Measures Used in Schools.
The first objective of this study was to ascertain the current disciplinary measures taken against offending pupils in public day secondary schools of Chilubi District in the absence of physical punishment. This objective was guided by the research question: What are the current disciplinary measures taken against offending pupils in secondary schools of Chilubi District following the removal of corporal punishment? The findings on this question are presented here.

Summary of Findings on Non-Corporal Disciplinary Measures Used in Schools.
Research question one sought to ascertain the non-corporal disciplinary measure used in schools following the removal of corporal punishment. The respondents brought out the non-corporal disciplinary measures obtaining on the ground. These are; manual work which was highly supported by all the categories of respondents with all the 48 responses; dialogue was supported by 26 out of 48 responses, against 22. Suspension was supported by 29 out of 48 responses, against 19. Counselling was stated to be mostly used by 33 against 15 who stated that it was rarely used. Lastly, forced transfer is also used as a disciplinary measure and 8 stated that it was mostly

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used against 40 that mentioned that it is rarely used and used only in extreme cases. These findings are summarized in the chart below:

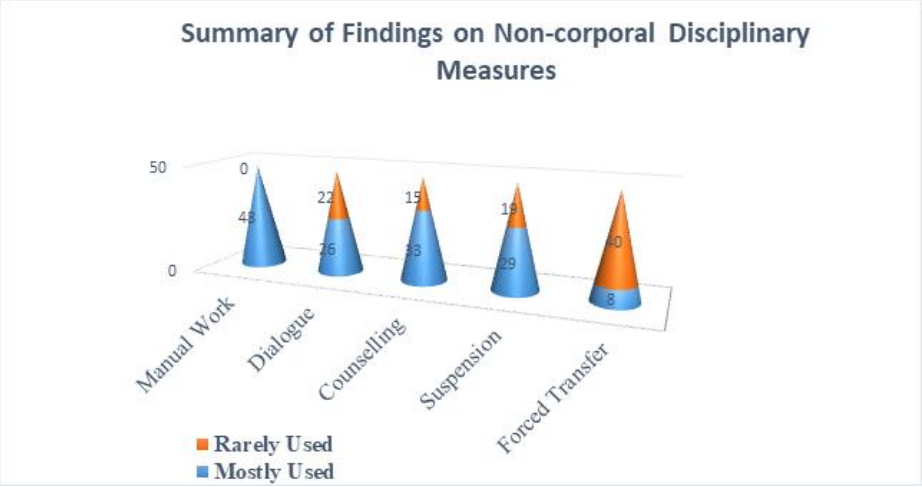

Figure 5 – summary of findings on objective 1.

Findings on Suitability of Non-Corporal Disciplinary Measures used in Schools.
The second objective of this study was to determine the suitability of the non-corporal disciplinary measures taken against offending pupils in public day secondary schools of Chilubi District. In order to seek responses, the objective was guided by the research question: How suitable are the non-corporal disciplinary measures taken against offending pupils in secondary schools of Chilubi District? In trying to ascertain the suitability of the disciplinary measures, respondents were asked whether each of the disciplinary measures are non-corporal, lawful, promote a sense of responsibility, and are effective in instilling discipline in pupils. The findings were as presented in table two below:

Table 2 – suitability of disciplinary measures used in schools

Disciplinary Measure	CATEGORY OF RESPONDENTS

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			D/H Teachers (3)	Teachers (15)	Pupils (30)	Total (48)
Manual work	Is it non-corporal	Yes	3	15	30	48
		No	0	0	0	0
	Is it lawful	Yes	3	15	30	48
		No	0	0	0	0
	Does it promote responsibility	Yes	3	9	21	33
		No	0	6	9	15
	Is it effective	Yes	2	12	25	39
		No	1	3	5	9
Dialogue	Is it non-corporal	Yes	3	15	30	48
		No	0	0	0	0
	Is it lawful	Yes	3	15	30	48

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		No	0	0	0	0
	Does it promote responsibility	Yes	3	14	27	44
		No	0	1	3	4
	Is it effective	Yes	2	12	22	35
		No	1	4	8	13
Counselling	Is it non-corporal	Yes	3	15	30	48
		No	0	0	0	0
	Is it lawful	Yes	3	15	30	48
		No	0	0	0	0
	Does it promote responsibility	Yes	2	15	30	47
		No	1	0	0	1
	Is it effective	Yes	2	11	28	41
		No	1	4	2	7
Suspension	Is it non-corporal	Yes	3	15	30	48
		No	0	0	0	0
	Is it lawful	Yes	3	15	30	48
		No	0	0	0	0
	Does it promote responsibility	Yes	3	6	23	32

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		No	0	9	7	16
	Is it effective	Yes	3	8	24	35
		No	0	7	6	13
Forced transfer	Is it non-corporal	Yes	3	15	30	48
		No	0	0	0	0
	Is it lawful	Yes	3	15	30	48
		No	0	0	0	0
	Does it promote responsibility	Yes	3	15	29	47
		No	0	0	1	1
	Is it effective	Yes	2	15	23	40
		No	1	0	7	8

- **Source: Field data**

Disciplinary Measures used are Non-Corporal

Respondents were asked if each of the disciplinary measures taken against offending pupils were non-corporal. Respondents were asked to tell whether each of the stated forms of punishment that are used in schools are non-corporal. This was in order to get an insight on whether the ban is being adhered to and that the forms of punishment are really non-corporal. The forms of punishment were considered to be non-corporal if they do not inflict pain or cause harm on the body, offenders not being humiliated, not leading children to be violent, bitter and that the punishments given are lighter. All of the respondents in each category stated on each of the disciplinary measures that they were all non-corporal. This information is presented on the table above and illustrated in the chart below:

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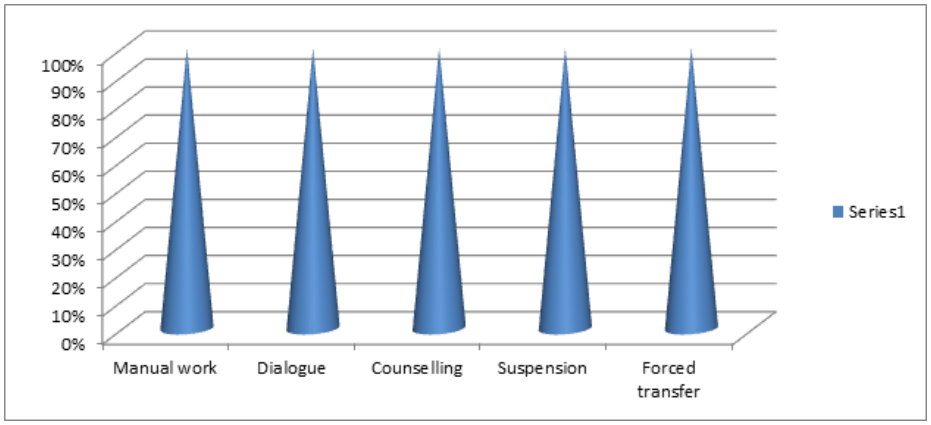

Figure 6 – Disciplinary measures being non-corporal

Are Disciplinary Measures Effective?

Disciplinary measures used to be effective in instilling discipline in pupils were expressed in form of offenders reflecting on their wrongs, helping them to reform, order being maintained in classes, controlling pupils' behaviour, and leading pupils to behaviour change. On the other hand, ineffectiveness of the non-corporal disciplinary methods used to instill discipline in pupils was attributed to the fact that the punishments given are lighter, they do not match the offence, pupils do not fear to be punished, pupils willfully offend, pupils taking advantage of the abolishment of corporal punishment, pupils enjoying the kind of manual work given, teachers being demotivated, most pupils are deviant, some pupils commit same offences, lack of trained counsellors in schools, poor academic performance, failure by teachers to control pupils, some teachers not punishing offenders, and dealing with pupils coming from different backgrounds. One teacher in his response on the questionnaire (March, 2020) lamented,

"pupils do not feel the punishment given and are motivated to keep on offending because when punished, they can easily pick paper, or sweep and go home and that pupils themselves say there is no discipline in schools because they are not beaten as they are used to be beaten at home."

When asked on how effective manual work was in curbing indiscipline, one deputy head teacher said the following:

"These children are so powerful due their way of life of hard work. They do not fear manual work. Even if you give them a big potion, the following day you will find it done. It is like they team up in the night and do the work with other pupils. So manual work has no value and meaning for them."

The deputy head teacher for one of the participating schools made the following comment on the effectiveness of suspension as a form of discipline:

"Suspension is a good form of punishment as it makes the learner to reflect on his/her behavior. However, I have noted that only intelligent learners are able to benefit from

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this form of punishment and reform. For those not performing well, it would be free time to do their desired mischievous ways and means of making money. They would not even bother to show remorse."

The findings presented in table 2 above and illustrated in the figure 9 below clearly show that the disciplinary measures being used in schools are considerably effective. From the findings presented in table 2, manual work was supported to be effective by 39 against 9, dialogue by 35 against 13, counselling by 41 against 7, suspension by 35 against 13 and forced transfer by 40 against 8 responses.

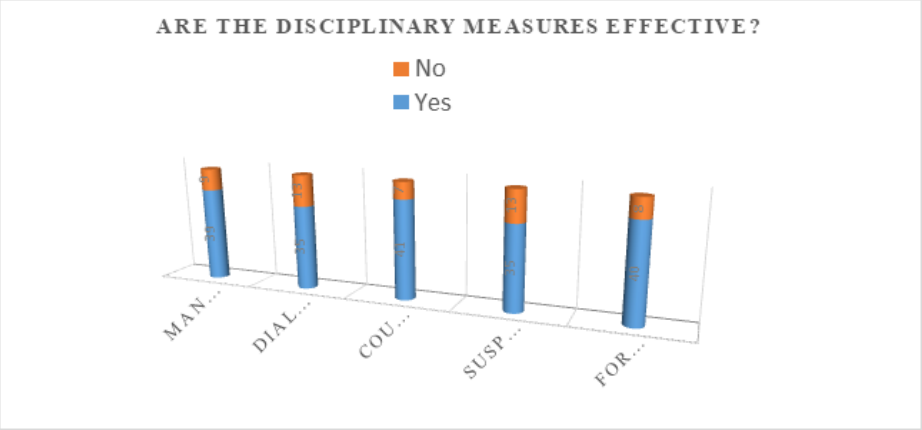

Figure 9 – Disciplinary measures being effective.

Summary on Suitability of Non-Corporal Disciplinary Measures.
From the above findings, it has been established that the disciplinary measures used are non-corporal in that they do not inflict pain on pupils no make pupils feel degraded; they are within legislation; promote a sense of responsibility learners who are the future leaders and to a large extent are effective in instilling discipline in learners.

Findings on Challenges Faced in Administering Non-Corporal Disciplinary Measures.

The third objective of the study was to find out the challenges teachers face in administering non-corporal disciplinary measures to offending pupils in secondary schools of Chilubi district. The study was guided by the research question: What challenges do teachers face in administering non-corporal disciplinary measures to offending pupils in public day secondary schools of Chilubi district? In addressing this question, qualitative data was collected from 48 respondents who were asked to bring the challenges they noted in the administration of non-corporal disciplinary measures. In trying to explore the challenges encountered by teachers in using non-corporal disciplinary measures, the following are the themes that came out: Non-

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corporal disciplinary measures are time consuming, non-compliance by parents and pupils, as well as lack of knowledge by teachers and pupils.

Table 3 – challenges faced in using non-corporal disciplinary measures
Category Of

Category Of Respondents	**No. Of Respondents**	**Time Consuming**		**Non-compliance**		**Lack of Knowledge**	
		Yes	No	Yes	No	Yes	No
D/H Teachers	3	2	1	1	2	1	2
Teachers	15	15	0	11	2	2	7
Pupils	24	22	4	15	10	22	8
Totals	**42**	**39**	**5**	**27**	**14**	**25**	**17**

Source: Field Data

Summary on Challenges Faced in Administering Non-Corporal Discipline.
Research question 3 sought to explore challenges encountered by educators in using discipline methods that are non- corporal to instill discipline in pupils in Government Secondary Schools in Chilubi District. It was established that 43 out of 48 responses supported the challenge of time against 5. Secondly, 31 out of 48 responses supported the challenge of non-compliance by some parents and teachers against 17. Lacking of knowledge and skills on the new trends of discipline was supported by 29 out of 48 responses, against 19 responses as indicated in table 3 above. From these findings, it can be seen that educators face a lot of challenges in using disciplinary methods that are non-corporal. The findings for question three under the third objective as presented on table 3 above are summarized on the comparative bar chart below:

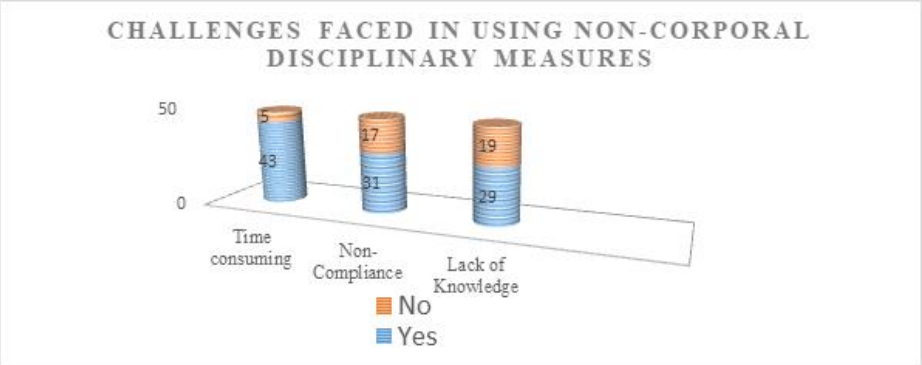

Figure 10 – Challenges faced in administering non-corporal disciplinary measures
4.5 Summary of Chapter 4.

Chapter four presented the research findings on the non-corporal disciplinary measures used in government day secondary schools in Chilubi District - Zambia. Qualitative data was presented thematically represented by the number of respondents under each category. Summaries of findings are provided at the end of each research question. The succeeding chapter (5) discusses the key findings for this study.

V. CONCLUSION AND RECOMMENDATIONS

The first objective of this study was to ascertain the non-corporal disciplinary measures that teachers use to instill morality or discipline in pupils in schools of Chilubi district. The study established that the non-corporal measures to instill discipline used are manual work, dialogue, counselling, suspension and forced transfer. Manual work expressed in form of offenders told to pick paper/litter, sweeping the school surroundings, classrooms/corridors, cleaning drainages, slashing, gardening, maintaining flower beds, and watering plants/lawns, supported by all the 48 responses. Dialogue was reported in form of positive rebuke, apologizing, calling parents, inviting some PTA members to come on board and dialogue with school authorities on how best they can help offenders with deviant behavior to reason with them, in order to help them reform, supported by 26 out of 48 responses.

Counseling was expressed in form of guidance, positively talking to the offender, creating friendship with them and knowing their background, and referring offenders to relevant institutions such as the DEC, and the police. The findings were that counseling is used by teacher counselors on pupils who were referred to their offices Counseling had a support of only 33 out of 48 responses. Suspension was in form of sending offenders out from a lesson/class and sending away offenders from school for a stipulated period of time, supported by 29 from the total 48 responses. The last disciplinary was giving forced transfer requests to those offenders whose offences attracts such kind of disciplinary action and 40 out of the total 48 responses stated that this form of disciplinary action is rarely used. Furthermore, the documents reviewed provided the same modes with manual work being the most dominant disciplinary action.

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