

THE UNIVERSITY OF ZAMBIA

**PUNISHMENT AND DISCIPLINE IN SCHOOLS: AN ASSESSMENT OF
THE IMPACT OF ABOLISHING DEGRADING PUNISHMENT ON
DISCIPLINE IN SELECTED HIGH SCHOOLS OF SOLWEZI DISTRICT**

**BY
FREDDIE NKHANI PHIRI**

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TABLE OF CONTENTS

TITLE	PAGE
Copyright Declaration.....	v
Author’s Declaration.....	vi
Approval.....	vii
Dedication.....	viii
Acknowledgments.....	ix
Acronyms.....	x
List of Tables.....	xi
List of Figure.....	xii
Abstract.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
Background to the Study.....	1
Statement of the Problem.....	3
Purpose of the Study.....	3
Objectives of the Study.....	3
Research Questions.....	4
Definition of Terms.....	4
Significance of the Study.....	5
Chapter Layout.....	5
CHAPTER TWO: LITERATURE REVIEW.....	7
Introduction.....	7

Foreign Studies.....	7
African Studies.....	13
Zambian Studies.....	16
 CHAPTER THREE: RESEARCH METHODOLOGY.....	 19
Introduction.....	19
Research Design.....	19
Target population.....	19
Study Sample and Sampling techniques.....	20
Data collection methods.....	20
Data collection instruments.....	21
Data analysis.....	22
Limitations of the Study.....	22
 CHAPTER FOUR: PRESENTATION OF THE FINDINGS.....	 23
Introduction.....	23
Implementation of the ban on degrading punishment.....	23
a) <i>Pupils Views</i>	23
b) <i>Teachers Views</i>	30
c) <i>Headteachers Views</i>	35
Impact of the ban on degrading punishment on discipline in schools.....	41
a) <i>Pupils Views</i>	41
b) <i>Teachers Views</i>	43
c) <i>Headteachers Views</i>	46

CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....	49
Introduction.....	49
Implementation of the ban on degrading punishment.....	49
Impact of the ban on degrading punishment on discipline in schools.....	52

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CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	56
Introduction.....	56
Conclusion.....	56
Recommendations.....	57
Recommendations for further research.....	58
References.....	59
Appendix A: Bio-Data Questionnaire for Pupils.....	64
Appendix B: Bio-Data Questionnaire for teachers.....	65
Appendix C: Bio-Data questionnaire for Headteachers/Deputy Headteachers.....	67
Appendix D: Focus Group Discussion Guide for Pupils.....	69
Appendix E: Focus Group Discussion Guide for teacher.....	70
Appendix F: Interview Guide for Headteachers/Deputy Headteachers.....	77
Appendix G: Document Review Check List.....	73
Appendix H: Introductory letter from Dean Postgraduate Studies.....	74

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Author’s Declaration

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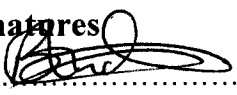
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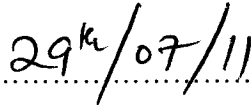
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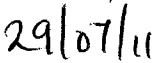


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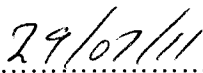
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Dedication

This Dissertation is dedicated to my late father, Thomas Nkhani Phiri, who died during Part I of Second Semester Examinations, my wife and our four children: Taonga, Tasila (boys) Thandiwe and Tunile (girls) for their patience during my study leave and absence from home.

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Acronyms

UN – United Nations

CRC – Convention on the Rights of the Child

USA – United States of America

MoE – Ministry of Education

TV – Television

ESO – Education Standards Officer

SESO – Senior Education Standards Officer

SPSS – Statistical Package for the Social Sciences

DSC – Directorate of Standards and Curriculum

UNZA – University of Zambia

NGO – Non-Governmental Organisation

VSU – Victim Support Unit

PTA – Parents Teachers Association

List of Tables

Table 1: Enrollment per class by school.....23

Table 2: What pupils said on the existence of channels of communication.....28

Table 3: Age of teacher respondents.....31

Table 4: Distribution of respondents by qualification.....31

Table 5: Years of respondents in the teaching service.....32

Table 6: Type of punishment administered.....42

List of figures

Figure 1: Pupils views on teacher adherence to the ban on corporal punishment.....25

Figure 2: Pupils views on difference between male and female teacher’s adherence.....26

Figure 3: Pupils responses to whether corporal punishment should be reintroduced.....27

Abstract

In Zambia today, a number of international policies have been ratified; among them was the United Nations Convention on the Rights of the Child (CRC) which was adopted by the United Nations General Assembly on 20 November 1989 and came into force on 2 September 1990. In line with this Convention the Government of the Republic of Zambia banned all forms of degrading punishment in schools in 2003. This case study therefore assessed the impact of abolishing degrading punishment, especially corporal punishment, on discipline in selected high schools in Solwezi district of Zambia. The objectives of this study were, firstly, to find out whether the ban on degrading punishment in schools was being effectively implemented and, secondly, to assess the impact of the abolishment of degrading punishment, especially corporal punishment, on discipline in high schools. The three high schools were coded A, B and C, while data was collected from ninety (90) pupils, thirty (30) teachers and three (3) headteachers; through questionnaires, focus group discussions and interviews. The findings of the study revealed that the abrupt imposition of the ban on corporal punishment without provision of alternative and less harmful forms of punishment has led to the sudden deterioration of discipline in high schools. In view of the research findings, recommendations were made to the Ministry of Education to generally involve all the stakeholders to come up with alternative positive practices of punishment, Colleges of Education should revisit their syllabi to suit the demands of the changing psycho-social factors influencing learners' pattern of behaviour, and a number of alternative discipline solutions were suggested to the headteachers such as detaining offending pupils after school and informing their parents as a deterrent.

CHAPTER ONE

INTRODUCTION

Introduction

This chapter highlights the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the definition of terms and the significance of the study.

Background to the Study

The issue of punishment has long been of interest to educational policy-makers and researchers world wide. The concerns have been on the role and significance of punishment in dealing with discipline. These concerns became even more pronounced following the adoption of the United Nations Convention on the Rights of the Child by the United Nations General Assembly on 20 November 1989. The Convention was a human rights treaty that was binding to all countries, including Zambia, which had signed it (Zindi, 1995). Being a signatory to the United Nations Conventions on Human Rights, the Government of the Republic of Zambia banned forms of punishment regarded as degrading in dealing with school discipline in 2003. This was in line with the wind of change whereby many societies were becoming more democratic and respectful of individual rights and freedoms. In line with this, there was need to use more humane ways in dealing with people, including learners, who broke accepted codes of behaviour.

In Zambia, degrading forms of punishment such as slashing, kneeling down for a long time, digging a pit, uprooting a tree, corporal punishment, to mention but a few have been practised in schools for ages. However, modern educationists, psychologists and child development experts are opposed to 'smacking' as an effective means of disciplining school children (Clark, 1980; Kurebwa, 1987; Hopson, 1993 and Muzenda, 1994). Out of the many forms of degrading

punishment, corporal punishment has been the most controversial one. Public concerns are now on the increase due to cases of indiscipline in high schools in Zambia after banning degrading forms of punishment. Previously, every teacher had authority to administer corporal punishment on the pupil and caning was rampant even for small offences such as late-coming. The Government of the Republic of Zambia introduced the regulated form of corporal punishment in schools through Part V of the Education Act of 1966, which recommended the use of a suitable strap or cane and that a register of all forms of corporal punishment indicating the name of the pupil caned, the date, nature of offence, and the name of the person administering it should be kept. It also recommended that at least one adult witness should be present when the corporal punishment was administered.

After the ban on all forms of degrading punishment, naturally there were mixed feelings among Zambians. While some people and organisations supported the ban because it violated children's human rights and dignity, others criticised it, citing situations in Britain and America where the abolishment led to a serious breakdown of discipline in schools (Steed, 1985; Gegax, 1998).

Since independence there have been a number of disturbing reports of cases of indiscipline in schools, in form of strikes, insubordination, insolence and riots (Mwanakatwe, 1974). There is considerable research evidence in support of the fact that drug abuse cases are on the increase in schools (Simate, 1993; Banja, 1999; Beddings, 2006). If this trend continues, Zambia could be faced with a major crisis in learning institutions as many learners would be forced out of the school system due to indiscipline. Some stakeholders in education have observed that granting too much freedom to learners was also taxing the law enforcement agencies and the criminal justice system as they often found themselves dealing with juveniles engaged in punishable acts. It has also been observed that the school system would help curb juvenile vices if school powers

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were not loosened by the promotion of children's rights and abolishment of degrading punishment in schools. In line with this, Miller (1980), pointed out that those who would deny teachers the right to exercise their judgments as to the efficacy of corporal punishment, are not only divorced from the realities of the classroom, but are also expressing, very directly, their doubt of teaching as a true profession. Some people use the Bible (e.g., Proverbs 13:24; 19:18; 22:14), to advance the contention that corporal punishment is necessary and that it is less destructive than any form of psychological pressure. However, other stakeholders cite the psychological impact of degrading punishment, especially corporal punishment on learners, that it diverts their attention as these learners focus on threats of being beaten by their teachers.

It is in the light of this polarisation of Zambian society and lack of knowledge on the effects of the ban on degrading punishment that the present study assessed the impact of the abolishment of degrading punishment, including corporal punishment, on discipline in high schools in Solwezi district.

Statement of the Problem

Since the Government of the Republic of Zambia abolished the use of degrading forms of punishment in schools nine years ago, little seems to have been done to assess the impact of the abolishment on discipline in these institutions. Therefore, this study sought to investigate the impact of the abolishment of degrading punishment in high schools.

Purpose of the Study

The purpose of the study was to assess the impact of the abolishment of degrading punishment, especially corporal punishment, on discipline in selected high schools in Solwezi District.

Objectives of the Study

The objectives of the study were as follows:

1. To find out whether the ban on degrading punishment in schools was being effectively implemented.
2. To assess the impact of the abolishment of degrading punishment, especially corporal punishment, on discipline in high schools.

Research Questions

In order to assess the impact of the abolishment of degrading punishment on discipline in high schools, the study was guided by the following research questions:

1. How is the ban on degrading punishment being implemented in schools?
2. What is the impact of the abolishment of degrading punishment, especially corporal punishment on discipline in high schools?

Definition of Terms

In this study the following key terms will mean the following:

- i. ***Degrading punishment*** – This term generally refers to treating people undergoing punishment as if they have no value so that they lose their self-respect and the respect of other people. In this study, apart from corporal punishment, the term degrading punishment encompasses other non-physical forms of punishment which belittle, humiliate, denigrate, threaten, scare or ridicule the child, e.g., psychological punishment, verbal abuse, isolation or ignoring the child.
- ii. ***Indisciplined behaviour*** – Refers to behaviour that violates important group norms and is perceived as a threat to community, e.g., absenteeism, fighting, beer drinking, wreckless pursuit of life, vandalism and petty theft.

- iii. ***Discipline*** – In everyday usage, discipline relates to the code of conduct, or rules of behaviour involving the relationship between the individual and community in which he or she lives and works, and requiring the subordination of personal interests to the good of the community. In this study, discipline refers to a situation where pupils adhere to school rules and obey school authorities, i.e. headteachers, teachers and prefects.
- iv. ***Corporal punishment*** – According to the Education Act of 1966, corporal punishment involves hitting the child with the hand or with an object (such as a cane, belt, whip, etc). In this study, corporal punishment refers to hitting of somebody's body using a cane; kicking, shaking, pinching or pulling his or her hair.

Significance of the Study

This study is significant in that it reveals the challenges in relation to cases of indiscipline high schools are facing after the abolishment of degrading punishment. The study might be useful to the policy-makers, headteachers, teachers and other stakeholders in education, such as parents who would like to produce good citizens of the country through the education system. The study might also help teachers to employ some of the alternative and less harmful forms of punishment in treating pupils who break accepted codes of behaviour. The study has also contributed to the existing body of knowledge on issues of punishment and discipline in high schools.

Chapter Layout

In chapter one the researcher has presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, definition of terms, and significance of the study. Chapter two provides a review of the relevant literature to the problem under discussion. Chapter three provides the research methodology used in the study. Chapter four provides the research findings in detail, while chapter five discusses and explains

the findings. These findings are discussed under the headings drawn from the objectives of the research. Lastly, chapter six concludes the dissertation and makes recommendations based on the major findings of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews research studies and other general literature on degrading punishment in schools at global, African, regional and national levels.

Foreign Studies

Thinking about the effectiveness and appropriateness of punishment is as old as education itself. Some social scientists considered punishment a panacea, necessary to break the will of stubborn children and imbue their minds with moral values (Hyman and Wise, 1979). Moore's research also argued that in assessing the importance and meaning of punishment, it should be viewed as that part of the educative process whose form and function reflects the values of the time (Moore, 1974). On the other hand, other scholars viewed punishment as an attack on human dignity, believing that children learn 'naturally' from the consequences of their misbehaviour – the enlightened view of punishment current since Rousseau (Valtin and Walper, 1995).

The United Nations Convention on the Rights of the Child (CRC) constituted the most authoritative and comprehensive statement of the fundamental rights of children, covering civic, political, social, economic and cultural rights. The UN Convention on the Rights of the Child was adopted by the UN General Assembly on 20 November 1989 and came into force on 2 September 1990. The Convention was a human rights treaty and was binding to those countries which signed it. Among the many articles of the Convention, Articles 12, 19 and 37 provided children with: the right to express an opinion in procedures affecting the child, protection of children from abuse or neglect, and prohibition of torture, cruel treatment or punishment of children. In 2006, the UN released a general comment particularly relating to the right of the

child to protection from corporal punishment and other cruel or degrading forms of punishment. The Global Study on Violence against Children Committee viewed corporal punishment as invariably degrading and also recognised that there were other non-physical forms of punishment which were also cruel and degrading and thus incompatible with the Convention. These included punishment which belittles, humiliates, denigrates, threatens, scares or ridicules the child. The UN Secretary General's Global Study on Violence against Children Report released in October 2006 gave detailed information on the incidences of the various types of violence against children within families, schools, alternative care institutions, child detention facilities, places where children work, and within communities. The study found that shocking levels of violence affected children in all parts of the globe. In light of this, a core message of the Study Report was that no violence against children was justifiable; all violence against children was preventable and there was need for law reform to prohibit all violence against children by 2009.

This UN study is relevant to the researcher's study because it showed the global position on the ban on inhuman, degrading treatment or punishment of children. The UN has provided a basis on which the entire international community, including Zambia, should base their policies for the well-being of children.

However, the use of punishment generally as part of the institutional process can be traced to the Behaviourist School of Psychology, particularly the theory of negative reinforcement advanced by B.F. Skinner (Skinner, 1953, 1954, 1977 and 1986; Dembo, 1994). Nevertheless, even this school of thought advocated for the limitation of punishment as part of the instructional process. For example, Clark (1980) and Hopson (1993) pointed out that children often focus on the beating and not the reason behind it. Nagel (1992) expressed the sentiment that punishment was rather demeaning as it worked by injuring an individual's pride. Another important point was

that a person was less free to learn when under the threat of punishment. Nagel (1992) further pointed out that punishment suppressed the pupil's personal ego, thereby hindering his or her unfolding into someone the natural potentialities may allow.

Comprehensive research evidence suggests that pupils may learn to be deceitful by trying to think of ways of how not to get caught when they have done something wrong in order to avoid corporal punishment (Valtin and Walper, 1995). Children may also consider hitting as an acceptable way to express anger. As they grow into adulthood, they may think that it is permissible to hit another adult, such as a driver who cuts them off in traffic, a rival, an irritating colleague, or a spouse who disagrees with them. Researchers have also tried to show that some of the effects of exposure to humiliation and shame through corporal punishment are physical pain, feelings of fear and insecurity, and therefore, restricted emotional development. With time, experts have observed that corporal punishment may even generate feelings of revenge towards the teacher who administers the beating (Valtin and Walper, 1995).

These studies are significant to my study in that they bring out the emotional suffering a pupil subjected to cruel, inhuman or degrading treatment or punishment goes through. This underscores the need for alternative forms of punishment which this study will support and recommend.

According to Wiseman (1964) one of the clearest indications of the attitude of teachers towards pupils lies in the kind of sanctions and punishment employed in a school. Similarly the attitude of pupils to a school was largely dependant upon the attitudes of the teachers towards the pupils or the kind of punishment employed by teachers. With regard to corporal punishment, the United States is perhaps the only nation in the western world still with twenty out of fifty States

having laws on their books permitting it. Thus the American Civil Liberties Union and Human Rights Watch have been pushing for the banning of corporal punishment and urging government to enact federal legislation to abolish it. However, since education is widely viewed as a local and state matter, any further banning of the degrading punishment would probably have to occur at that level. The two organisations above have advanced that if, on the other hand, the Federal Government were to withhold funding from States where corporal punishment was legal, the local authorities might be forced to pass the appropriate law.

Macleod (1989) pointed out that in 1987, the European Court of Human Rights, in the matter regarding the use of the *tawse* (a chiefly leather strap slit into strips at the end, used especially for beating children) in schools, abolished the use of corporal punishment in England and Wales. It also ruled that those parents whose choice it was to send their children to schools where corporal punishment was used should be restricted to that choice and also to paying the full fees demanded by those schools without assistance from government. So in Britain, according to the Children Act of 1989, corporal punishment is illegal. Any smacking, slapping, or even shaking of children in government-maintained schools is not permissible, except only in emergency circumstances, where it is necessary to take physical action to prevent personal injury either to the child, other children or an adult or serious damage to property. Williams and Gardner (1993) pointed out that arguments leading to the abolishing of corporal punishment in Britain included the following:

- Children are entitled to care, security and a good up-bringing and not corporal punishment which was humiliating.

- *It was the very assumption that corporal punishment was legitimate that opened the way to all kinds of excesses and made the traces and symptoms of such punishment unacceptable to third parties.*
- Hitting people was wrong and children were people too.

However, the banning of corporal punishment as a form of school discipline is a debatable issue as some commentators feel that the problem of indiscipline was insignificant and was being overblown, while others cited situations of schools in America and Europe where it was felt there was a serious breakdown in discipline. Beddings (2006) cited the incident in Scotland, where a fifteen-year-old pupil raped a twenty-eight-year-old female teacher. In the United States, the schoolyard killers behind the Arkansas Tragedy, eleven-year-old Andrew Golden and his thirteen-year-old friend, Mitchell Johnson, caused the loss of four young girl schoolmates and a teacher.

James Fox, Dean of Criminal Justice at North-Eastern University, made an observation that ‘the small number of murders committed by children under fourteen years of age had barely budged in twenty (20) years, but among older teens it was double the rate it had been just a dozen years ago’ (Gegax, 1998). The tragedy brought to mind a high level of moral poverty. The lack of parental involvement places any child at risk, while a teacher is a surrogate parent and obliged to ensure that discipline is upheld at any time in school. This problem was also noted by Miller (1980), who said that when a teacher, having exhausted other approaches, felt only corporal punishment would prove corrective, that choice should not be denied. He further pointed out that those who would deny teachers the exercise of their judgment as to the efficacy of corporal punishment were not only divorced from the realities of the classroom, but were also expressing very directly their doubt that teaching was a true profession. Jack Straw, by then Home

Secretary in Britain, in reacting to the deteriorating standards of discipline in British schools suggested in the House of Commons or Parliament that parents be held legally responsible for their children's behaviour. He pointed out that although there had been a lot of talk about children's rights, the most important right children had was to be children and others to be responsible for them (Gegax, 1998).

In the same study above, Stay Bilchek, head of the US Justice Department's Office of Juvenile Justice and Delinquency was quoted as saying, 'kids are the most malleable part of society, they do exponentially worse than adults do in bad environments'. He pointed to an incident in which a twenty-year-old was stabbed to death while picking up his brother at Tournan-en-Brie High School in Paris; and that there were more than 1000 acts of violence in French schools in 1997. The other incident was where a group of four young people (including two minors) were implicated in a fire that was set at a high school in Tours. No one was injured, but damages were extensive. Jacques Pain, a professor of Education at the University of Paris, and author of *School Violence: Germany, England and France* believed that this kind of violence was part of a larger problem. Violence against school institutions marked a loss of faith in the institutions, adults, and society at large (Gegax, 1998).

In the United States a 1995 Federal Survey found that nearly 8 percent of high school students had carried guns during the past thirty (30) days. It reported that bullying had become so extreme and so common that many teenagers just accepted it as part of life in the 1990s. For example, in Paducah, Kentucky City, 14-year old Michael Corneal shot down eight of his classmates. The other worst high school shooting in American history was in Littleton, Colorado in which two Colorado High School students, Eric Harris and Dylan Klebold, massacred twelve (12) students and a teacher before killing themselves (Dogar, 1999). Kantrowitz and Wingert

(1999) pointed out that children were desperate for guidance; and when they did not get what they needed at home or in school, they clung to cliques or immersed themselves in a universe out of their parents' reach, a world defined by computer games, TV and movies, where brutality is so common that it had become mundane. A University of Michigan Psychologist, Leonard Eron pointed out that when violence was all the children saw, the lesson was that everybody did it and this was the way to behave.

The foregoing studies are important to this study in that they show the possible impact of banning corporal punishment on school discipline in other parts of the world, while this study's focus is on the impact of abolishing degrading punishment on discipline in high schools in Zambia. The studies and articles cited above provide some of the grounds which the anti-abolitionists of corporal punishment advanced in their argument that it led to a rapid deterioration of discipline as evidenced in the cases of the United States, Britain and other European countries.

Despite the documented experiences, reason tells us that children need love and attention; if parents and teachers abdicate power, teenagers may come up with their own rules. In fact, studies by Valtin and Walper (1995) have shown that the human need not to be degraded is almost a biological drive like hunger.

African Studies

In Kenya, in April 2000, Education Minister, Kalonzo Musyoka through a gazette notice banned corporal punishment in schools. Unfortunately pupils misinterpreted this policy to mean that they should not be punished. Dr Geoffrey Griffin, Centre Director for Starehe Boys' High School observed at a conference held later (in Kenya) that banning corporal punishment would lead to an escalation of indiscipline in schools and a decline in educational standards (Waihenya,

2001)). He pointed out that corporal punishment ought to have been phased out in a systematic and gradual way, as the standards of discipline in the majority of schools were very low already. He feared that with the ban, standards of discipline were bound to get worse. These fears were confirmed because riots, demonstrations and closures swept through schools like a plague after the ban. More than thirty (30) schools closed and the worst hit was Central Province where sixteen (16) schools closed in Murang'a district. The efforts to confront the crisis led to the death of one (1) student who was burnt to death, and the worst incident was in Machakos where fifty four (54) pupils were killed in a dormitory fire at Kyanguli School. At an annual conference, secondary school headteachers expressed fears that the ban would lead to the collapse of discipline unless new school management strategies were found. The ban was supported by many education stakeholders, while others argued that it was done abruptly, and that it was wrong not to have provided alternative and less harmful guidelines to replace corporal punishment (Warigi, 2001). The fears, nevertheless, by headteachers, were confirmed through the sudden deterioration of discipline by pupils. Headteachers expressed the sentiment that the rebellious behaviour against any form of school authority was made worse, since pupils knew that real power over schools lay with the state and not with the teachers or headteachers.

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).

While degrading forms of punishment, such as corporal punishment have been practised in schools for ages, today's modern educationists, psychologists and child development experts are opposed to it as an effective means of disciplining school children (Kurebwa, 1987; Muzenda, 1994). However, while experts argue that corporal punishment is wrong, there are thousands of

Africans who feel that this form of punishment is necessary to straighten up children (Zindi, 1995). Zindi further pointed out that soon after the introduction of universal primary education in Zimbabwe in 1982, a new legislation abolishing corporal punishment was introduced. This abolishment was however short-lived, as pupils started bullying teachers and classroom discipline and control deteriorated considerably. The Ministry of Education and Culture was forced to reverse its decision soon afterwards (Zindi, 1995).

The relevance of the foregoing studies to this study is that they highlight the impact of abrupt imposition of the ban on corporal punishment, which is partly what will be investigated here. There is a sense in which the wave of unrest among pupils both in Kenya and Zimbabwe was triggered off by the abrupt ban on corporal punishment. Pupils misunderstood the change of policy and thought their governments meant that pupils should not be punished at all; this led to different kinds of misbehaviour.

Some social scientists have pointed out that most of the disciplinary problems experienced in our schools as well as in the society at large today are the direct result of the liberalised school system, humanistic programmes which have given immature or irresponsible children unwarranted rights and are out of touch with long-standing African traditions (Zenenga, 1994). There have been several people holding positions of responsibility who believe that the continued use of corporal punishment was the most effective method of instilling discipline (Kurebwa, 1987). These social scientists have further pointed out that caning can awaken the mind or conscience of the pupil. Some proponents even quote the Bible (e.g., Proverbs 13:24; 19:18; 22:13) to advance the contention that corporal punishment is necessary and that it is less destructive than psychological pressure. According to Zenenga (1994), most parents prefer to smack their children when they are naughty and they also approve of teachers who do the same

at school. What was recommended in psychology textbooks, according to them, suited children in the Western world, not Africa. Traditionally, discipline problems have been resolved through the use of punishment. Mbulu (1987) points out that there is a place for corporal punishment in the schools provided it is administered properly when circumstances warrant it.

Zenenga, Kurebwa and Mbulu's studies are related to the current study in that they show the conflict between the values children learn at home as they grow up and those they learn at school. This conflict in values is unhelpful with regard to school discipline because pupils are confused and out of frustration they continue misbehaving.

Zambian Studies

Siamate (1993) and Banja (1999) stated that Zambian teenage pupils in high school were still dealing with indiscipline in terms of misplaced traditional values, coupled with issues of morality, and marital status of their parents. Banja (1999) also concluded that psychological factors such as cognitive levels and personality traits are factors that contributed to indiscipline in schools. Lumbama (1998) and Bedding (2006) reported that forms of indiscipline in schools included vandalism, strikes, bullying, smoking, drug abuse, promiscuity, aggressive and disruptive behaviour, absconding from classes, drunkenness, stealing, careless school work, and other offences against school rules and regulations. Countries in the western world are forced to deal with learners violent enough to shoot teachers and school mates, which in the Zambian society is still unheard of. This situation in Zambian society should not be allowed to become explosive, and taking the form of the American and European situation.

In Zambia, Bedding (2006) concluded that it was hard to be a disciplinarian when a single parent is the child's only advocate. The single parent takes on the role of both father and mother or mother and father. It was observed that in one home the schedules and boundaries of doing

things differed from another home and hence children got confused. In such cases it was wise to allow caregivers like teachers, grandparents and other family members to intervene. The studies cited above concluded that the trend of indiscipline in high schools was due to many factors namely: broken homes, marital disharmony, single parenting, divorce and abolishment of corporal punishment will now be included; a factor that this study was planned to ascertain whether the Zambian high schools in Solwezi district also faced some problems as far as indiscipline in schools was concerned due to the ban. The issues outlined above were made clearer by what Simuchimba and Luangala (2007) reported that indeed numerous factors contributed to the breakdown of discipline in schools.

In the recent past at a high school in Kitwe, a girl slapped a male teacher when he quizzed her on why she was sleeping in class. The girl's response was that she had rights which must be respected by the teacher. Humiliated in front of his other pupils, the teacher took the girl to the headteacher for punitive action (Wangwe, 2010). A report by the Ministry of Education entitled, 'Conduct and Discipline for Students' (1998) recorded that Luapula Province alone experienced not less than thirty six (36) discipline cases that were serious enough to merit the attention of Senior Education officers. These discipline problems included problems of beer- drinking, stealing, absenteeism, promiscuity and fighting.

It is clear from the above that there were a wide range of problems which were contributing to the deterioration of education standards and discipline in schools. However, the Ministry of Education's position is that pupils who are under constant threat of punishment, especially beating, by the teacher or school authorities were not free and could not apply themselves fully to the learning activities in class, hence the banning of corporal punishment (MoE, 1996, 2000, 2001).

In conclusion, literature in this chapter shows that in the past, parents and teachers served as guides in the children's behaviour in schools, but they no longer do so especially after the ban. This lack of parental and teacher involvement is partly responsible for the pupils' breaking of school rules and regulations as they seem to have too much freedom. The literature further shows that lack of provision of alternative and less harmful forms of punishment proved very disastrous as in some cases it led to the loss of several learners through knife-stabbings, shootings and riotous behaviour. It is with this hindsight from the literature reviewed that this study sought to fill up the gap created by the banning of degrading punishment on discipline, especially corporal punishment in selected high schools in Solwezi district. The deterioration of discipline has been attributed to the non provision of guidelines by the Government of the Republic of Zambia through the Ministry of Education.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methods used in the study. Explained in the chapter are the research design, target population, sample size, sampling procedure, research instruments, data collection, and data analysis.

Research Design

This study was largely qualitative in design; this is because the data required was in form of peoples' views and feelings about punishment and discipline in schools. However, a little data was collected and presented using quantitative methods.

The qualitative methods such as focus group discussions and interviews were used to collect in depth understanding of the impact of abolishing degrading punishment on discipline in the high schools. The data collected was in form of views of participants on the ban of degrading punishment. This was complimented by the quantitative method of a questionnaire which was used to collect bio-data on all the three categories of the key informants in the study. Triangulation of methods was used in order to ensure that there was validity of the study findings.

Target population

The target population was all the five high schools found in Solwezi district, and out of these schools, three code named A, B and C, were sampled. All the headteachers, teachers and pupils in the five schools were part of the target population.

Study Sample and Sampling techniques

The sample included three (3) headteachers, thirty (30) teachers from the three (3) high schools, and ninety pupils (90) i.e., ten (10) per Grade (10, 11 and 12) from each of the three selected high schools. The total number of respondents was therefore 123. Purposive sampling was used to come up with the respondents involved in the study. Cohen (2006) defines purposive sampling as methods of sampling based on the judgment of the researcher regarding the characteristics of a representative sample. In this case the headteachers and teachers of the selected schools were in the best position to provide information needed on discipline because they were the managers and implementers of government policy in those schools.

Systematic sampling entails selecting individuals according to a pre-arranged sequence (Cohen, 2006). Systematic sampling involves a predetermined selection fashion. This form of sampling was done by the researcher through the class teachers on the basis of membership of Debating Clubs, so that the participants could adequately express themselves. The age for the pupils ranged from sixteen (16) to twenty three (23) years. For the Grade twelve (12) groups in the three (3) high schools, it was ensured that the head boys and head girls were included in order to help bring out the significant perspectives or views on the abolishment of degrading punishment, including corporal punishment.

Data collection methods

Information to do with bio-data was collected using questionnaires for pupils, teachers and headteachers (see appendices A, B and C). The bio-data obtained included the age, sex, position, average number of pupils in class in case of pupils; and professional qualifications, number of years in Teaching Service, and average number of pupils in school for headteachers and in class

for teachers. Focus group discussions with teachers and pupils were used to collect more insightful data on the subject of abolishing degrading punishment.

On the other hand, individual or one-on-one interviews were used with the three (3) headteachers to obtain information on each of the two objectives of the study. For the questions that were used as interview guide for Headteacher/Deputy Headteachers (see Appendix F). Additionally document analysis was used to obtain supplementary information from disciplinary records, registers and continuous assessment records.

Data collection instruments

Pewitt (1995) cited in Beddings (2006) states that social data is not quantifiable unless it is collected in a uniform manner from every unit in the study. The instruments used were as follows:

1. The researcher used semi-structured focus group discussion guides or schedules to interview the teachers and pupils. Apart from handwritten notes, the interviews or discussions were also recorded on the laptop.
2. Disciplinary records, registers and continuous assessment records were analysed or reviewed to collect other forms of data using a document review check list.
3. Besides the laptop, radio cassette and audio tapes were used for recording some of the respondents' views and feelings.
4. Pens and note books were used to record some of the data.

Data analysis

Bio-data collected through questionnaires were analysed by use of the Statistical Package for the Social Sciences (SPSS) software. The analysis involved the running of frequencies to show variables distributed in percentages.

The data from interviews and focus group discussions were analysed qualitatively. All the responses were radio cassette or computer-recorded and arranged by establishing themes and sub-themes. Interpretative analysis involved the process of restructuring data into a form that allowed patterns to be identified. This strategy involved grouping respondents' responses and analysing key issues.

Limitations of the study

This study was restricted to three high schools in Solwezi district of the North Western Province of Zambia. Out of five high schools in the district, only three were involved in this study. Therefore, the findings and conclusions drawn from them may not apply to other districts and provinces in Zambia.

In this chapter, I have discussed and explained the research design, population, sample size and sampling techniques, data collection methods and instruments, and data analysis. The next chapter presents the research findings.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

Introduction

In this chapter presentation of the findings of the study on the impact of the ban on degrading punishment, especially corporal punishment in high schools are discussed. The chapter presents the data in the following order and according to the following themes determined by the study objectives:

- i. Implementation of the ban on degrading punishment.
- ii. Impact of the ban on degrading punishment, especially corporal punishment, on discipline in schools.

Implementation of the ban on degrading punishment

(a) Pupils

From the bio-data questionnaire responses given by pupils from the three schools, A, B and C, it was clear that their age ranged from 16 to 23 years and the average number of pupils per class was between 37.8 to 68.3. This information was helpful as it provided an adequate picture of the teacher to pupil ratio in the schools involved.

Table 1: Enrollments per class by school

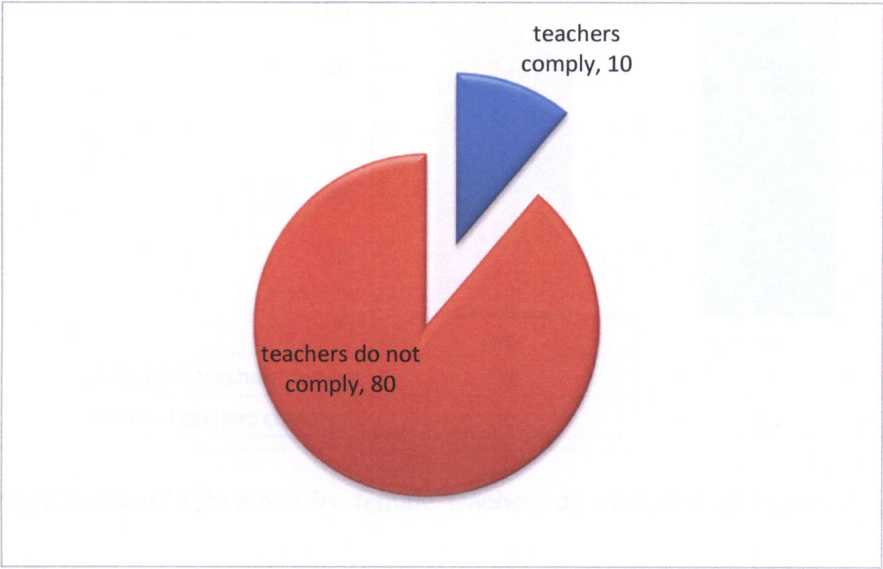
School	Grade 10			Grade 11			Grade 12		
	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average
A	55	78	68.3	52	80	66.1	42	55	44.3
B	45	60	56.3	49	60	49.3	45	60	42.2
C	43	50	46.1	41	48	43	38	50	37.8

Data in Table 1 above show that the number of pupils in relation to the teacher to pupil ratio has been increasing over the years. From the figures above, the highest number of pupils per class was 80 at school A, the second highest was 60 pupils at school B and the lowest was 50 pupils at school C. This information highlights the fact that the teaching and learning takes place in large classes and that maintaining discipline is a big challenge.

During focus group discussions the pupils were asked whether the teachers were adhering to the ban on corporal punishment or not. The responses from pupils revealed that teachers in all the three high schools had continued meting out the corporal punishment as a punitive measure, despite the ban. The pupils added that they knew their human rights, which they thought were being violated by the teachers without any action by the school administrators. Within the nine years of abolishment, pupil activism had crept into high schools; they said they reported these matters to school authorities or the Victim Support Unit of the Police. The pupils further stated that the ban on corporal punishment had not been effectively implemented.

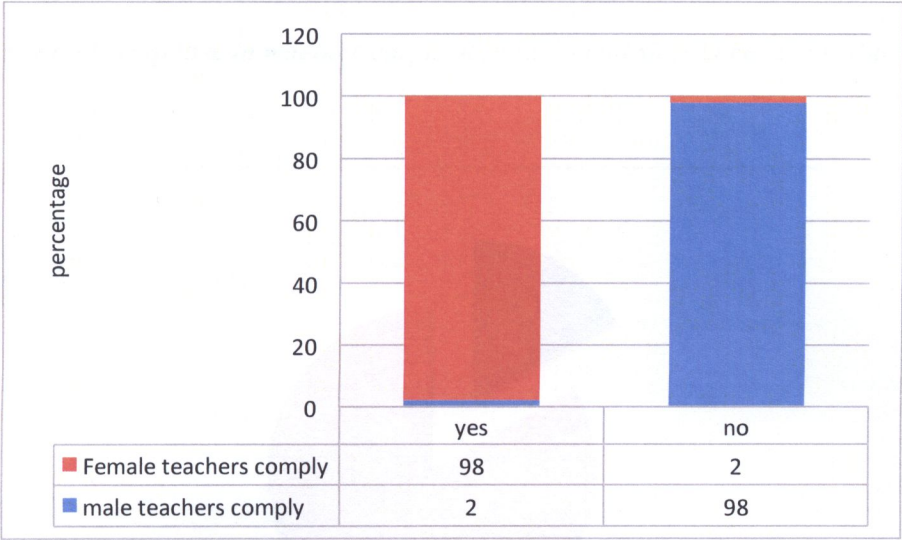
Findings as shown in Figure 1 below show that the ban had not been implemented in schools; pupils said that there was no adherence to the ban on corporal punishment in their schools. Data indicate that eighty (80) pupils or 89 percent of the pupils said the teachers did not adhere to the ban on corporal punishment. On the other hand, ten (10) pupils or 11 percent of them said that the teachers had adhered to the ban.

Figure 1: Pupils views on teacher adherence to the ban on corporal punishment in the schools



To investigate further the effective implementation of the ban on degrading punishment, a follow-up question was asked on whether there were differences in the way male and female teachers had responded to the ban. In response, most of the pupils said that the female teachers had complied with the ban on degrading punishment in their schools. Data in Figure 2 indicate that eighty eight (88) pupils or 98 percent of the pupils said that the female teachers adhered to the ban, while only two (2) pupils or 2 percent said that the male teachers too had adhered to the ban.

Figure 2: Pupils' views on whether there was a difference between male and female teachers adherence to the ban on corporal punishment



On the high levels of adherence by female teachers as indicated in Figure 2, pupils gave the following reasons:

- *The female teachers are very caring and affectionate.*
- *Counselling is their main approach to correction and training of learners.*
- *Female teachers have a motherly heart and naturally they ensure that you know the reason why your misbehaviour is not acceptable.*

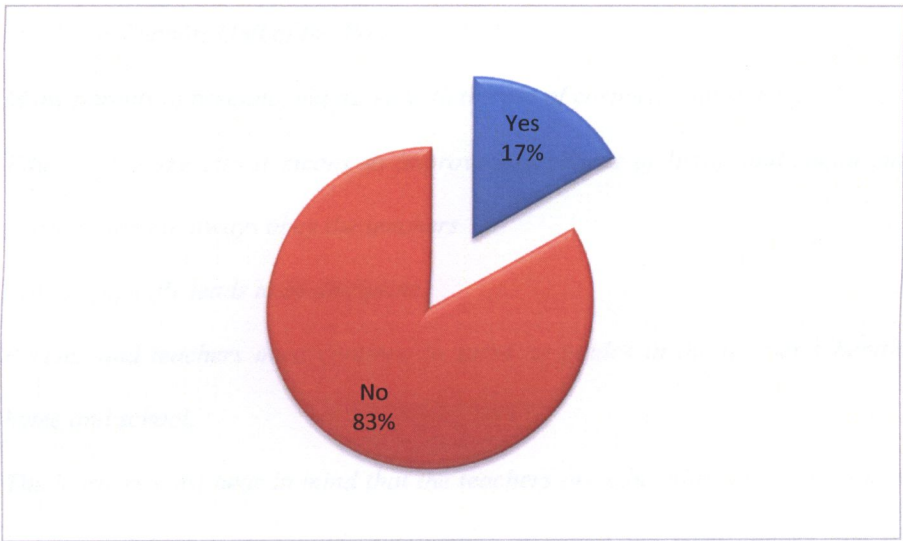
On the other hand, the low level of compliance to the ban by male teachers was attributed by pupils to the following reasons:

- *Male teachers are less understanding.*
- *Male teachers are very rough.*
- *Male teachers are not understanding and caring as the female teachers.*
- *Lack of patience on the part of the male teachers*

Pupils were asked for their opinion on whether the government should reintroduce corporal punishment in schools in order to maintain discipline. As shown in Figure 3, below an

overwhelming number of seventy five (75) pupils or 83 percent answered in the negative, while fifteen (15) pupils representing 17 percent answered in the positive.

Figure 3: Pupils response to whether corporal punishment should be reintroduced or not



When asked to give reasons for their opinion, the pupils responded as follows:

- *The teachers should appreciate that the age-old authoritarian tendency has been done away with in this new age.*
- *We are ready to utilise and exploit our human rights to our advantage.*
- *Sometimes we report teachers to the headteachers or to the Victim Support Unit of the Police to show that this practice has been banned.*
- *The teachers must urgently readjust to the new concept and practice of school discipline that reflect the needs of the new age.*
- *We are aware of our human rights.*
- *We are conscious of the new trend of promotion of children's rights.*

On the other hand, there were reasons given by the pupils who supported the reintroduction by government of corporal punishment in schools; their responses were as follows:

- *It will restore the harmony that existed in the past between parents and teachers, rather than what we are witnessing now where teachers are embarrassed by dragging them to the Victim Support Unit of the Police.*
- *Many parents appreciate and agree with the use of corporal punishment.*
- *Education is the surest means to improved standards of living and social status, so learners should always obey the teachers.*
- *Counseling only leads to in-discipline.*
- *Parents and teachers must continue to serve as guides in the learner’s behaviour at home and school.*
- *The learners must bear in mind that the teachers are educating us, not for the present, but for a future ‘richer’ and ‘enjoyable’; in return we must endure any forms of subjection to rule, submissiveness to order and control, habit of obedience and chastisement given by way of correction and training.*

On whether channels of communication existed through which pupils could express displeasure on the punishment given by teacher in their schools, Table 2 below shows the responses of pupils: fifty (50) or 56 percent of the pupils said that they did not clearly know the established channel of communication, that it was non-existent. On the other hand, forty (40) or 44 percent of the pupils said that they knew the channels of communication existed in their schools.

<i>Table 2: What pupils said on the existence of channels of communication</i>		
<i>Pupils response on channels of communication</i>	<i>Frequency</i>	<i>Percentage</i>
Channels are clear	40	44
Channels are not clear	50	56
Total	90	100

The pupils who responded that the channels of communication were unclear and non-existent explained as follows:

- *It is little wonder corporal punishment is still rife in our school because we are confused about where to channel the complaint on the punishment given by teachers.*
- *The headteachers usually side with teachers when matters of displeasure are raised on the punishment given by teachers.*
- *The Guidance and Counselling Section is not helpful, they seem to fear teachers.*
- *The pupils are deliberately kept ignorant about channels of communication as a way to perpetrate corporal punishment.*

On the other hand the 44 percent of the pupils who said channels of communication existed advanced their reasons as follows:

- *The channels of communication are always availed to the pupils through acceptance letters at the beginning of Grade 10.*
- *Pupils fear the administration authorities.*
- *Apathy is rife among learners because of too much freedom.*

The pupils were asked whether the Guidance and Counselling Sections were active in their schools. In response pupils gave various reasons to support their views that the Guidance and Counselling sections did not tick in their schools. They pointed out that there were too few guidance teachers in the sections for the large student populations. The findings at school A with a student population of 1,300 were that there were only three (3) guidance teachers; school B with 425 pupils had one (1), and school C with 934 pupils had two (2). Pupils further explained that even when the sections were time-tabled, the periods were not utilised for their intended purposes of guiding the students; instead the periods unofficially become free periods, hence the rampant increase in lesson dodging and other vices.

The pupils were also asked whether there were any disciplinary problems that were handled by the Guidance and Counselling Section instead of the Disciplinary Committee. The pupils' response and explanation were as follows:

- *Almost all the disciplinary problems are handled by the Disciplinary Committee.*
- *The sections lack proactive programmes; they only seem to be active when there is a problem, leading to pupils' lack of interest in the sections.*
- *The pupils' are rebuked instead of being guided.*
- *The lack of confidentiality hampers our trust in the sections.*

To this end, the presented findings show that the schools are at different levels in the implementation of non-degrading forms of punishment after the ban. The pupils are also in a state of confusion, they have misinterpreted their human rights and some have dragged their teachers to Victim Support Unit of the Police, who according to the findings have not been very helpful in the process.

(b) Teachers

As was planned, teachers were also given a bio-data questionnaire to fill in at the beginning of every session, before going into the focus group discussions. The teachers who were involved in the study were all specialists in the various teaching subjects. Getting the bio-data questionnaire back was very easy as this was always done in the first 10 minutes before commencement of the focus group discussion; the questionnaire was short, brief and easy to fill in (See Appendix C). So at every venue or school the researcher recorded a 100 percent return of the questionnaires. However, at school B, the gender balance among respondents could not be achieved, due to the fact that the whole school had only two ladies and one was out of the station at the time of the interview.

Table 3: Age of teacher respondents		
<i>Age range</i>	<i>Frequency</i>	<i>Percentage</i>
<25 year	02	07
25-30 years	14	47
31-35 years	07	23
36-40 years	02	07
41-45 years	04	13
>45 years	01	03
Total	30	100

Table 3 above shows that teachers involved in the study were of various age ranges as follows: two (2) were less than twenty-five (25), fourteen (14) fell in the 25 – 30 age group, seven (7) were in the 31 – 35 age range, two (2) were in the 36 – 40, while four (4) were in the 41 – 45 age group. The study benefited from the vast experience of one teacher from school A, who was above forty-five (45). This teacher had experience of both the situation before the ban on degrading punishment and after the ban; his responses greatly enriched the findings of the study.

Table 4 below shows the professional qualifications of the respondents among the teachers. Those with Diploma in Education were twenty-one (21), representing 70 percent of the total, while those with the first degree were nine (9), representing 30 percent.

Table 4: Distribution of respondents by qualification		
<i>Qualifications</i>	<i>Frequency</i>	<i>Percentage</i>
Certificate	00	00
Diploma	21	70
BAEd.	09	30
Total	30	100

Given these findings, the responses of the teacher respondents could be said to be coming from an informed position on the situation in their school communities, rather than from an ignorant position.

Data in Table 5 below show the number of years respondents had accumulated in the teaching service. Since the ban on degrading punishment, including corporal punishment was pronounced in 2003 and has been in existence for the past nine (9) years, only a few have teaching experience both before and after the ban; the majority of the respondents in this study joined the teaching service after the ban. So the two groups of teacher respondents provided a good combination of views for data analysis purposes.

<i>Table 5: Years of respondents in the teaching service</i>		
<i>Years</i>	<i>Frequency</i>	<i>Percentage</i>
01 – 05	17	57
06 – 10	06	20
11 – 15	04	13
16 – 20	02	07
21 – 30	01	01
Total	30	100

In order to find out whether the ban on degrading punishment, including corporal punishment, was being effectively implemented or not, it was necessary to assess the attitude of the teachers towards the general up-bringing of children in Zambia today. So the researcher asked them what their opinions were on the following ways of bringing up the child: the traditional way which included punishing by beating, and the modern way which excluded punishment by beating. The teachers gave a wide range of responses as follows:

One teacher at school A, said:

In my view, I feel we should not discourage corporal punishment or encourage the modern way, we should try by all means to ensure that where there is need to use corporal punishment, we should do it and where it is not necessary, we should really discourage it, so I feel we should find ways and means of educating these

pupils, because if really there was no beating by our parents we were also going to be spoiled.

These sentiments represent all those views brought out by teachers at the three schools emphasising the importance of our cultural heritage as follows:

- *We prefer the traditional way because an African child will never learn without a whip; we should not copy the western culture, which promotes individualistic life.*
- *Our culture promotes community responsibility; we support corporal punishment because even the Bible which is neither old nor new says, 'Spare the rod and spoil the child'. (Proverbs 13:24; 19:18; 22:14).*
- *The traditional way of raising children is better because beating helps indisciplined children to change for the better.*
- *Pupils behave better when you give them corporal punishment.*

At school B a female teacher, responded in a neutral manner as follows:

On the contrary, I feel yes corporal punishment should be done, but the frequency of it suggests that it can actually create a problem in the child. We are looking at the human being who has a brain, so we only need corporal punishment where it is necessary; because when you inflict pain on a child, you may not achieve what you exactly need, because the pain will now give the child other ideas. The child will be thinking of the pain and will forget about the actual problem. But you can only beat when it becomes serious, meanwhile you can help when you talk to them, reason with them, so that you are not only helping that child to know the problem or may be getting rid of it, but you are also building on their knowledge. Thereby creating an attitude of responsibility in them, so they will be looking at the problem and how to avoid it, because you are helping them also to grow in the brain in terms of reasoning, so you can beat but not frequently, corporal punishment can be occasional but not frequently.

This statement represents the responses below which advocated for a combination of the two ways of bringing up children, so that they could co-exist:

- *A combination of the two ways is better. Advise, counsel, and then beat as the last resort.*
- *A balance of the two ways is better.*
- *The modern way is good. But the traditional way should not be discarded completely. A child or pupil should be beaten moderately, it does not mean that then we shall make a timetable for beating them.*
- *Those who underwent corporal punishment and those who did not, are entirely two different characters, so the modern way alone will lead to a situation where children or pupils will not be fully baked individuals to participate favourably in this globalised village.*

Additionally, a teacher at school C also said:

My opinion is that all the two ways are good; but we have misused the recent one; meaning the one that excludes beating; both parents and the children we have misinterpreted it. As a result of this pupils think that nobody should tell them what to do; they should think on their own, simply because they are told there is no beating. But otherwise if we were able to balance as parents and teachers it was going to be a very, very good atmosphere whereby there is no beating, just giving instructions and they follow instructions; but it has not worked because of our misinterpreting the policy.

From the foregoing data, it is clear that the majority of the teachers had the traditional attitude or favoured the traditional approach to bringing-up children. This attitude and approach could only lead to difficulties in the implementation of the ban on degrading punishment, including corporal punishment, in schools.

Teachers were asked whether government should reintroduce corporal punishment in order to maintain discipline in schools. Out of thirty (30) teachers, four (4) or 13 percent said that it

should not be reintroduced. Of the four (4), three (3) were female and one (1) was male. Data also shows that all the four (4) had a background of having attended mission schools. On the other hand, twenty (26) teachers or 87 percent said that corporal punishment should be reintroduced although in a refined form, i.e. as enshrined in the basic source of Zambian law in the Penal Code, where the number of strokes must be specified for a particular offence (Keefe, 1991).

The teachers were asked whether guidelines on the alternative and less harmful forms of punishment were provided by the Ministry of Education after the ban. An overwhelming figure of twenty nine (29) teachers or 97 percent said that the government did not provide any. They added that because of this, corporal punishment should have been phased out in a gradual and systematic way to avoid the current situation where schools were operating in a state of confusion, resulting not only in the collapse of discipline and academic standards but also in many teachers failing to adhere to the ban. Only one teacher at School C, representing 3 percent of the total respondents said that although he had never seen them, the guidelines were available. He added that the guidelines' main emphasis was on guidance and counselling.

To this end teachers advocated for a gradual implementation of the ban on degrading punishment. Teachers in the study clearly indicated that the implementation was a complete failure.

(c) Headteachers

The headteachers were also given a bio-data questionnaire to fill in. At all the three high schools the headteachers interviewed were male. The headteacher at high school A, had thirty (30) years of teaching experience, was a holder of a Bachelor of Arts degree in English and Religious

Education, and was over forty-five (45) years of age. The school had a student population of 1,300, and an average number of sixty (60) pupils per class. At school B which is a boarding school, the headteacher had twenty (20) years of experience in the teaching service, was a holder of a Diploma in Education (Science) and was in the age range of 42 – 45 years. The school had 425 pupils, eighteen (18) teachers, and an average of forty-nine (49) pupils per class. The headteacher at high school C had twenty (20) years of teaching experience, was in the age range of 42 – 45, and was a holder of a Diploma in Education Management and Diploma in Education (sciences). The school had a student population of 934 and an average of forty-two (42) pupils per class. All the three headteachers had over twenty (20) years of teaching experience. Therefore, they had served both before and after the ban on degrading punishment in schools.

Like the teachers, at each venue or school the headteachers, were asked to comment on the two ways of bringing up children: the traditional way, which allows disciplining by use of beating and the modern one, which forbids the use of beating. This was done in order to assess the general attitude of headteachers towards the effective implementation of the ban on degrading punishment, including corporal punishment, in their schools. In all their responses the aspect of culture prominently came out. The headteachers at school A said:

Well, I was brought up in the traditional way where if you made a mistake corporal punishment was instituted and I think in those days even cases of indiscipline were not as much as they are today; it has become very difficult to punish these children. For me, I would have loved a situation where the two ways worked side by side.

These words by the headteacher above summarise the message by others who said:

- *There is need for both traditional discipline involving beating and modern discipline involving counselling; confusion has been created because at home corporal*

punishment is meted out to help children know that certain things are wrong and cannot be accepted while at school wrong things are now accepted.

- *Blending is the key we should take what is good in tradition and blend it with modernity.*
- *Zambian culture unfortunately is being abandoned in preference for alien culture, but even in the Western world they have had corporal punishment for a very long time and its stoppage was not done by legislation; these things are gradual, as the people develop, certain things fall off.*

On the other hand, the headteacher at school B said:

The traditional way of punishing children helps in discipline maintenance, for the reason that even the Bible says 'Spare the rod and spoil the child', we who underwent beating behaved differently from what we are seeing today.

The words of the headteacher here represent similar views by others who said:

- *Stress should be placed on educating children on the Zambian culture, insisting on knowledge and using beating as the last resort.*
- *Ministry of Education must trust us as parents who cannot beat pupils to death for no reason, but teachers should not usurp the power and authority of school managers.*
- *Discipline and education are inseparable, they are two sides of the same coin, pupils in Zambia understand and follow instructions when threatened with corporal punishment, and yet there is no such punishment in schools after the ban.*
- *Corporal punishment was a very strong instrument; it is actually something that we grew up with.*

The foregoing data indicates that, like the teachers, the headteachers also seemed to favour the traditional approach to bringing-up children, which provides for harsh discipline, including corporal punishment. Again this attitude among the headteachers cannot be helpful to the implementation of the ban on degrading punishment in schools.

In answer to the question on the teacher's reaction to the ban on corporal punishment, the headteacher at school A said:

It was received with mixed feelings; it was so abrupt that some teachers have clung on to corporal punishment because they do not know what to do with the pupils who offend.

The headteacher at school B said:

Pupils have at times reported teachers who have caned them. In such cases I ask the pupil to leave, and just counsel the teacher on the illegality of the matter.

The headteacher at school C said:

The teacher is human, is overworked due to large classes and has economic problems; hence we cannot rule out corporal punishment.

Asked as to whether after the ban the Government of the Republic of Zambia through the Ministry of Education had provided guidelines on the alternative and less harmful forms of punishment, the headteacher at school A said:

No, I have not seen those guidelines; if they are there I have not seen them but what I know is, they have just said do counselling, talk to them.

The headteacher at school B said:

Discipline is one component of psychology which the teacher does at the college, so government takes it that she/he must know how to proceed as the whole thing revolves around motivation.

In contrast to the other two the headteacher at school C said:

Yes, the guidelines are there. They have outlined what should be done if the pupil has offended, first give him/her punishment, but not corporal punishment, after

that take him/her to the Guidance and Counselling Section, later the pupil must be allowed back into classes.

The headteacher, who said there were guidelines on alternative punishment, was asked to produce a copy of the guidelines to help the researcher. Unfortunately he said he had just heard about the guidelines on television (TV) or on radio, but had never had a copy of them in his possession.

A follow-up question was asked as follows: Now that it has been established that there are no guidelines, how are your teachers managing the challenge of adhering to the ban? In response, all the three headteachers revealed that the teachers had tended to withdrawal from punishing the children, leading to the deterioration of discipline. However, the headteachers added that the policy of strengthening Guidance and Counselling Sections in schools was helping to promote positive disciplinary techniques which were in line with the ban on degrading punishment. Data showed that at school C whose Guidance and Counselling sessions were not time-tabled, the headteacher reported that they held guidance sessions once per week and that it was paying dividends. However, in all three (3) high schools, pupils who proved deviant were asked to call their parents before being expelled. The last resort of being asked to leave the school, at any rate, was only done after exhausting all the channels available to correct such deviant behaviour.

Headteachers were also asked whether any monitoring mechanisms were put in place for effective implementation of the ban on degrading punishment. The headteacher at school A said:

At the moment I have not seen any monitoring mechanisms, however the usual routines carried out by Senior Standards Officers (SESOs) and also by Education Standards Officers (ESOs) helped in this area, as they usually demand for the Punishment Book to monitor how discipline was instituted in the school.

The headteacher at school B said:

I am not aware; I am yet to see them. We are just told that when you beat a child that is assault and you can be taken to court; you might be imprisoned for it. Maybe they are at the Permanent Secretary's level; they have not yet trickled down to us.

The headteacher at school C said:

It is by the headteacher being on the spot because education is established by an Act of Parliament.

From the foregoing, it is clear that monitoring mechanisms are subject left to individual headteachers' interpretation; they have not been tabulated anywhere. This prompted the researcher to probe further to find out what measures the headteachers had put in place apart from the strengthening of the Guidance and Counselling Sections. Their responses were as follows:

- *Ensuring that pupils have access to confidential advice and counselling.*
- *Ensuring effective and appropriate forms of protection for pupils who may be particularly vulnerable to harmful and humiliating punishment; for example pupils with disabilities;*
- *Ensuring that pupils have the opportunity to express their views and to participate in planning and actions to eliminate degrading punishment including, corporal punishment;*
- *Ensuring that through Parent Teachers' Association (PTA) meetings, awareness raising of the prohibition of all corporal punishment and other inhumane or degrading treatment and humiliation of children is enhanced; and*
- *Lastly ensuring that there is comprehensive awareness of children's human rights, including the right to respect for their human dignity and physical integrity.*

From the foregoing data, it is clear that implementation of the ban on degrading punishment, including corporal punishment, in schools is faced with many challenges, the main one being the teachers and headteachers' unsupportive (traditional) attitudes towards raising children, the lack of clear or official guidelines on the alternative of punishment and the pupils' misunderstanding of their human rights to mean that they can behave as they wish without any sanctions.

Impact of the ban on degrading punishment on discipline in schools

(a) Pupils

From the three (3) high schools, ninety (90) pupils in all participated in the focus group discussions or interviews, and of these forty-five (45) or 50 percent were male and forty-five (45) or 50 percent were female. These respondents ranged in age from sixteen (16) to twenty-three (23) years. The groups were interviewed according to grades.

At each venue or school the pupils were asked whether there were rules that they were expected to follow in the school. No group responded in the negative, as all of them acknowledged that the rules existed. When asked to cite some of them, the pupils mentioned such rules as: observing punctuality, not making noise in class or near it, not fighting, not stealing, not smoking, not drinking beer, not bullying, and being polite to teachers. School B, is a boarding school and such rules as: no wearing of open shoes in the dining hall, punctuality for meals, and making of beds in the morning were mentioned. All the respondents knew of the existence of school rules, and they observed that usually the rules were enclosed in the acceptance letters sent to pupils before they reported to Grade 10.

Pupils also confirmed that if a pupil was caught breaking any of the school rules, he or she was punished. The pupils were asked to cite some examples of the types of punishment that were

meted out. The data in Table 9 below show the types of punishment that were administered to the pupils when they disobeyed rules and regulations in the schools. Only one type of punishment, cleaning the piggery, was unique to school B as the other two were day high schools and had no piggeries.

<i>Table 6: Types of punishment administered</i>			
<i>Type of punishment given</i>	<i>School A</i>	<i>School B</i>	<i>School C</i>
Corporal punishment	✓	✓	✓
Cleaning the piggery	×	✓	×
Chased from class	✓	✓	✓
Call your parents (Exclusion from school)	✓	✓	✓
Demolishing an anti hill	✓	✓	✓
Digging a rubbish pit	✓	✓	✓
Digging in the garden	✓	✓	✓
Kneeling down for a very long time	✓	✓	✓
Picking papers around the school	✓	✓	✓
Slashing grass	✓	✓	✓
Sweeping in the classroom	✓	✓	✓
Sweeping the surrounding	✓	✓	✓
Watering flower beds	✓	✓	✓
Watering vegetables	✓	✓	✓

Key

✓ = *Exists*

×

From the data in the Table above, exclusion from the school was the strongest punishment handed to the pupils. It should be noted that from the responses given at every school, included beating or corporal punishment.

Asked for their opinion whether or not discipline had improved after the ban on corporal punishment and other forms of humiliating and degrading punishment, pupils responded as follows: sixty (60) respondents or 67 percent said that discipline had improved in their schools,

while thirty (30) respondents or 33 percent said that discipline had deteriorated or declined. The pupils at first admitted their initial lack of experience and also having misinterpreted the new changes, especially those on human rights. However, they were convinced that there were new and better methods other than the old ones which teachers were fond of using. The impact of the abolishment of degrading punishment from the pupils' perspective was as follows:

- *The pupils' have misinterpreted their human rights; the pupils seem not to know where their rights end and start.*
- *It is regrettable discipline has deteriorated to the extent of affecting our academic performance in schools.*
- *Teachers are now dragged to the Victim Support Unit of the Police and still expect them to come back and teach the same learners.*

Additionally the 60 or 67 percent of the pupils who saw a positive impact on the ban advanced the main reason for the improvement in discipline to:

- *The improved relationship between the teachers and pupils; it is based not on fear but on mutual respect.*

(b) Teachers

Teachers were asked what impact the abolishment of corporal punishment had on discipline in their schools. In response, thirty (30) respondents or 100 percent of the teachers said that discipline had greatly deteriorated in schools. In the same vein, regarding their ability to enforce discipline in schools, the teachers were asked if the ban had rendered them unable to enforce discipline. Again thirty (30) teachers or 100 percent of the respondents responded in the affirmative. They said they found themselves powerless and vulnerable as they could easily be dragged to Victim Support Unit of the Police when they were in fact correcting wrong-doing by the learners. A follow-up question was asked for the teachers to explain whether corporal

punishment deterred disruptive behaviour by learners/pupils. In response, teachers said that it was an effective means of discipline and that it was done based on the best interest of learners by nurturing, empowering and guiding them, it involved the setting of boundaries to enable the full development of the learner and not pupils having their own way through disruptive behaviour whose impact led to unfinished lessons and undone homework due to unruliness, while the other impact was the decline in discipline and also the fall in moral standards.

The other impact the teachers pointed to was the fact that they were now being insulted by pupils. A female teacher at school C narrated how she was insulted in the course of her duties. As a surrogate parent she detected some strange signs in one girl in her class, and called the girl for counselling. When asked if she was pregnant, the girl said: *‘Nimwebo mwampele ifumo?’* Or *‘Are you the one who made me pregnant?’* The teacher felt so insulted by this reply from the girl that she opted to completely withdraw her counselling services in school. She was not the only one that had withdrawn her role as surrogate parent but many teachers said they had done the same, rather than be subjected to insults and degrading treatment by being dragged to the Victim Support Unit of the Police.

Bearing in mind the fact that guidelines on alternative forms of punishment had not been provided by the Ministry of Education, the researcher asked the teachers what the impact of this was on discipline. The teachers said the resulting confusing situation had created an impact so huge to bear by the education system; pupils were rude to teachers, knowing that nothing would be done to them; absenteeism increased and there had been a rise in General Certificate Examination (GCE) entrants. Further, there had been an increase in school dropouts as a result of truancy, stubbornness and rebellious behaviour. Additionally, there had been an increase in girls’ pregnancies and early marriages, while some boys had become street kids who indulged in

thefts and later became armed robbers. There had been an increase in drug abuse and smoking. Furthermore, drinking ‘*utugiligili*’ beer (spirits in small portable sachets) whose impact has been the disruption of lessons by asking irrelevant questions aimed at mocking the teacher and drawing unnecessary attention to themselves, has led to unfinished syllabi and to mass failing in the final examinations; in other words, it has greatly affected academic performance. According to teachers the impact on punctuality was no longer observed as pupils came to school at their own time, making it difficult for lesson continuity. Many pupils no longer did homework, were careless and untidy. Teachers further lamented that pupils no longer had respect for school authority or administration. However, in addition to the above impact, teachers pointed to the language administrators’ use such as: *You will go to court alone*. The impact of such language has been the total withdrawal by the teachers to avoid police harassment and loss of integrity. The teachers said they were very reluctant to help arrest this rapid declining discipline situation in schools.

The teachers who took part in the research pointed out the worsening discipline situation in schools and the confusion they had found themselves in. The teachers claimed that the confusion came after the grip they had on the children was loosened and they were now powerless and vulnerable due to the abolishment on degrading punishment including corporal punishment.

Additionally, a follow-up question was asked whether parents appreciated and agreed with the use of corporal punishment. According to one teacher, parents of children in school often pleaded with the teachers not to spare the rod in the training of the children. Other teachers said parents were now referring to the past Zambian educational scene fifteen to twenty years ago, which was relatively quiet and peaceful except for isolated incidents of indiscipline here and

there. The parents were not happy with the rate of deterioration in the new age and support and encourage the use of corporal punishment.

From the foregoing data, it is clear that the impact of the ban on degrading punishment, including corporal punishment in schools is faced with many challenges, the main one being the teachers and headteachers' loss of authority. Teachers in schools were now prone to open confrontation with the learners at the slightest opportune moment, and pupils' drag the teachers to Victim Support Unit of the Police. The challenge is that teachers have withdrawn leading to the rapid deterioration of discipline in schools.

(c) Headteachers

When asked what impact the abolishment of corporal punishment had on discipline in their schools, the headteacher at school A said:

Definitely this has affected discipline in schools; we have tried all other types of punishment, but pupils have taken it for granted, they do not fear any more, discipline has really deteriorated.

The headteacher at school B said:

Actually cases of indiscipline have increased, because pupils know that no matter what they do, they will not be punished; they be taken to the Guidance and Counselling teacher, they will be talked to, and it ends there. And it has made running schools extremely difficult, you know we are coming from a traditional way of disciplining a child, but this abrupt change has had a very negative impact on discipline.

The headteacher at school C said:

The ban has been misinterpreted by pupils, any slight thing the teacher does, the pupils say, yes, they have beaten us. We have several cases of teachers being dragged to Victim Support Unit of the Police. The police have not been helping us because immediately they see a teacher, it is like they become excited, they act by putting the teacher in, this is a very sad development.

All the headteachers attested to the declining level of discipline, which they said had also led to a fall in academic performance of the pupils. They said the impact was such that apart from an increase in truancy, stealing, smoking, going out of bounds for boarders, rudeness to teachers, stubbornness, and arrogance, beer drinking and early pregnancies had also reached alarming levels. The headteachers added that the cheap local brew and ‘utugiligili’ the prepacked sachet spirits had had a very negative impact on high schools, especially among boys.

The headteacher at school A said:

So far this term we have suspended four (04) girls from our school because of a reckless pursuit of life, leading to wives of husbands they were going out with coming into school and causing pandemonium.

The headteacher at school B said:

The ‘utugiligili’ has worsened the situation, it is as cheap as one thousand kwacha (K1000) per sachet and any child can afford it and it is sold anywhere in communities.

The headteacher at school C said:

As I already alluded to, due to the removal of corporal punishment, pupils have taken it for granted that they will not be punished; they have no regard for teachers, actually teachers have become vulnerable to abuse by pupils.

When further asked what gender gave more discipline problems between boys and girls, the findings were that it was a 50 – 50 situation in all the three high schools under study. Asked further on the type of punishment the schools gave to pupils who broke school rules, all the three headteachers mentioned the following, except corporal punishment, as the other forms of punishment: slashing, digging a pit, watering the garden and sweeping the surrounding as some examples. However, they were quick to mention that even the mentioned forms of punishment were classified as degrading punishment.

From the foregoing data supplied by the headteachers, it is clear that the abrupt ban on degrading punishment, including corporal punishment, has had a negative impact on discipline among pupils in (high) school. Knowing that they could not be caned or severely punished, the pupils had become rude and arrogant to teachers and many of them were drinking beer and engaging in pre-marital affairs. The lack of official guidelines on alternative forms of punishment had also made the administration of schools very difficult.

In chapter four I have presented the study findings in line with the objectives. The study has revealed the views and feelings of pupils, teachers and headteachers on issues relating to the implementation of the ban on degrading punishment and the impact of this ban on discipline in high schools. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Introduction

In this chapter I will undertake to discuss the findings of the study. Like in the previous chapter, the discussion is guided by the objectives of the study from which the subheadings are derived.

Implementation of the ban on degrading punishment

As may be recalled, data showed that there was no effective implementation of the ban on degrading punishment, including corporal punishment, in high schools. Thus eighty (80) pupils or 89 percent said that teachers were not complying with the ban, as corporal punishment and also other forms of degrading punishment were still a prominent feature of school discipline and punishment in their schools. On the other hand, ten (10) pupils or 11 percent from the three (3) high schools said the teachers were complying with the ban. The findings of the study, point to the fact that corporal punishment and other forms of degrading and humiliating punishment were still being used by the teachers despite the ban. Additionally the findings revealed that in spite of what looks like a determined effort by the teachers not to relax the old authoritarian approach to enforcing school discipline, their devotion to the cause of child growth and development through teaching and learning cannot be denied. While the teachers appreciated the steps being taken to protect children's rights, they however, lamented the abandonment of the African/Zambian culture.

The researcher agrees with one teacher who expressed the view that the traditional way of bringing-up children was better because teachers did not beat children to kill; the teacher lamented that schools were now bringing-up indisciplined future citizens of the country. Teachers advocated for a gradual implementation of the ban on degrading punishment, rather

than the abrupt step taken by the government. The teachers feared and advised that if we were not careful as a developing country we would end up being like some western countries where children were so spoiled that a boy could walk into school and stab or shoot his classmates or a teacher. These fears were not baseless as evidenced by the Arkansas Tragedy in the United States where, an eleven-year-old boy and his thirteen-year-old friend shot four schoolmates and a teacher (Gegax, 1998). Another example was in Paducah, Kentucky City, where a fourteen-year-old boy shot dead eight of his classmates. The worst high school shooting in American history was in Littleton, Colorado, where two Colorado High School students, massacred twelve (12) students and a teacher before killing themselves (Dogar, 1999). So I think it is important that the country, through the Ministry of Education, revisits the ban on degrading punishment policy with a view to making it conform to our needs and circumstances as a nation.

The implementation of the ban on degrading punishment in schools could be improved by ensuring that channels of communication between teachers and pupils are enhanced. Social scientists have generally expressed concern at the effects of poor channels of communication in any given organisation. For example in a school set-up, this problem has led to very devastating effects, such as class boycotts, riots; disruption of the school programmes and damage to property Mwanakatwe (1974). The fact that 50 or 56 percent of the pupil respondents were not sure or did know the channels of communication in the schools means that they could not report forms of degrading punishment, including beating, by teachers. This was a challenge in the effective implementation of the ban on degrading punishment as it was through such loopholes that corporal punishment for example, was still rampant in schools and it went unnoticed. In contrast, the modern and current philosophy of formal education is that of reconstructionism (Simuchimba and Luangala, 2007), contend that instructional processes do not aim at moulding

the pupils into a pre-determined shape but rather at aiding him or her to unfold into any positive shape that the natural potentialities may allow in a given physical and socio-cultural environment.

So if the ban on degrading punishment, including corporal punishment, is to be effectively implemented in schools such loopholes have to be sealed. Channels of communication in the schools have to be made very clear to pupils as soon as they enter the school and the Guidance and Counselling Section should play a leading role in this. A suggested channel of communication in high school would be as follows: Apart from the provision of rules and regulations through acceptance letters as pupils' reported to Grade ten (10), the provision of suggestion boxes at accessible places should be implemented under the Guidance and Counselling Section, so that learners could write their observations on many school matters affecting them.

Data showed that another problem or hindrance to effective implementation of the ban on degrading punishment was the traditional attitude and approach towards raising children, which relies on strict disciplinary measures, including beating. The teachers and headteachers argued that the traditional way of bringing-up children was better than the modern way because it promoted important community values such as responsibility rather than individualistic values promoted by the modern way. Although their views cannot justify unreasonable caning of pupils and some forms of dehumanising punishment meted out by teachers, they are not entirely wrong or out of place as they are in line with McCole (1999)'s defense of punishment based on the legitimacy of the authority administering the punishment. He argued that there was a vast moral difference between legitimate authorities such as the judiciary, parents or teachers using

punitive powers responsibly to punish wrongdoing, and private citizens or children going round beating each other, locking each other up, and extracting financial tributes from others. He saw no reason why children or pupils should not learn and appreciate this moral difference.

Therefore, it seems necessary that some forms of degrading punishment, particularly moderate or regulated corporal punishment, are tolerated by the Ministry of Education if the policy on the ban on all forms of degrading punishment is to be supported by school authorities and effectively implemented in schools. This means that a delicate compromise or balance between the Ministry of Education's need to protect the human rights of the pupils and the teachers and headteachers' need for authority to effectively manage schools has to be achieved.

Impact of the ban on degrading punishment on discipline in schools

There is a sense in which discipline problems are being confused with discipline solutions. It is important to distinguish between problems with discipline in schools and the ways in which schools respond to these problems. From the findings there is a tendency for teachers who are against prohibition to point to children's behaviour as demonstrating the need for corporal punishment. But pupils' behaviour does not necessitate a violent response. Discipline problems in school result from a combination of many factors, including those relating to the pupil's individual circumstances, the school environment, the adequacy of the curriculum to mention but a few. Poor school discipline represents a failure to identify and address appropriately the cause of the perceived problem; it does not result from a failure to inflict corporal punishment on a pupil. One leading expert on punishment cited by Lumbama (1998) revealed that government's commitment to promoting non-degrading forms of punishment was largely due to the many advantages the practice had. For example, it fosters motivation and self-esteem in pupils. It should be noted that the punishment being referred to here is not degrading or corporal

punishment but alternatives forms of punishment that do not deliberately injure the dignity of pupils as human beings. According to the pupils in this study, the main impact of the abolishment of degrading punishment, especially corporal punishment, has been the improvement of their relationship with their teachers, which is no longer based on fear but mutual respect. From the pupils' responses, 60 or 67 percent of the pupils said discipline had improved after the ban. On the other hand, 30 or 33 percent of them said that discipline had greatly deteriorated a position shared by the majority of the teachers and which the researcher also held.

Data showed that the majority of pupils who participated in the study advocated for degrading punishment to remain abolished; these views and feelings correspond with Zindi's findings in a similar study in Zimbabwe in 1982, where the majority of the pupil participants wanted corporal punishment to remain abolished. However, the abolishment was short-lived as the punishment was reintroduced due to deterioration of discipline (Zindi, 1995). Discipline and punishment serve the same purpose; they are complimentary. Hence, the absence of one has negative implications on the character building of school-going teenagers. This thought is in line with the views of former British Home Secretary Jack Straw, who lamented the deterioration of discipline in British schools, in the House of Commons or Parliament. He started pushing for parents to be held legally responsible for their children's behaviour (Dogar, 1998).

Despite the strong support for corporal punishment to remain banned all the pupils who participated in the study recognised the existence of school rules, which they were even able to knowledgeably mention at all the three venues or schools. This is an indication that pupils knew

that in order for harmony to prevail in a school community; they were expected to follow an established code of conduct.

Despite the deterioration of discipline and continued practice of degrading punishment, data also showed that all the three (3) high schools under investigation were slowly recognising the need for positive discipline techniques and were slowly doing away with degrading punishment, including corporal punishment. This is because positive discipline techniques aim at improving the all-round behaviour of a child or pupil, thereby moving away from making schooling and discipline too academic (Rogers, 1988). This point of view is also supported by Simuchimba and Luangala (2007), who point out that:

In modern times, education is viewed as a strategy for social engineering; that is using dialogue as the teaching/learning strategy in class will teach learners to adopt the same strategy in raising their own children at home, that even the community surrounding the school will in the end discard belief in the efficacy of corporal punishment as these children become parents in their turn.

However, the researcher feels that although the positive or alternative discipline techniques are good, the traditional way of raising children should not be discarded completely. This is because in Africa, including Zambia, teachers have to deal with large classes of up to eighty (80) pupils. Managing and controlling such large classes to ensure that teaching and learning take place is certainly not easy. In other words, using other forms of punishment such as manual work is too taxing for the teacher, making corporal punishment the most ideal in such a situation. This is consistent with David Benetar's view cited in McCole (1999) who argued that corporal punishment offered several advantages over other kinds of punishment; it was quicker, easy to implement, cost nothing and effectively deterred unruly behaviour.

The teachers and headteachers' beliefs and trust in punishment, especially corporal punishment, as a deterrent to indiscipline or wrongdoing by pupils in schools is supported by Sigmund Freud's pleasure-pain principle as explained by Brenner (1955). According to Freud, an organism always attempts to function in such a way that it achieves pleasure and avoids the opposite or pain. From this explanation, it seems that if there is a threat of physical punishment, misbehaving pupils will try and correct their behaviour in order to avoid it. That is why, as the findings clearly show, teachers and headteachers are in favour of the reintroduction of corporal punishment. Out of thirty (30) teacher respondents, twenty six (26) or 87 percent wanted corporal punishment to be brought back while only four (4) or 13 percent were against it.

In this chapter, I have discussed in detail important findings of the study, from the two objectives and themes i.e. implementation and impact of the ban on degrading punishment as follows: the need to improve channels of communication, the need for change of attitudes by stakeholders, the gradual implementation of the ban as well as the realisation that discipline problems were a combination of many factors and also the need for adopting positive discipline techniques in schools. In the next chapter I will conclude and make recommendations according to the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Introduction

The last chapter, this researcher discusses some of the key findings of the study. This chapter sums up the study and makes appropriate recommendations.

Conclusion

As it may be recalled, this study was set to assess the impact of abolishing degrading punishment on discipline in selected high schools in Solwezi district. Its specific objectives which guided the study were as follows:

- i. to find out whether the ban on degrading punishment in schools was being effectively implemented or not, and
- ii. to assess the impact of the abolishment of degrading punishment, especially corporal punishment, on discipline in schools.

Firstly, it is clear from the findings that the implementation of the abolishment of or ban on corporal punishment was not being effectively implemented in schools. This was mainly because there were still loopholes that needed to be sealed and also delicate compromises or balance needed to be reached among stakeholders if effective implementation of the ban on degrading punishment in schools. Secondly, it was also very clear that discipline in high schools had been negatively affected as pupils no longer observed punctuality; absenteeism and school dropouts had increased as a result of truancy, stubbornness and rebellious behaviour. Additionally, there had been an increase in girls' pregnancies and early marriages, while some boys had become street kids and indulged in thefts and later became armed robbers. There had

been an increase in drug abuse and smoking. Further, drinking ‘*utugiligili*’ (spirits in small portable sachets) whose impact has been the disruption of lessons leading to unfinished syllabi.

Recommendations

Based on the findings and conclusion discussed above, the following recommendations were made:

1. The Ministry of Education should hold a national symposium where the guidelines on punishment and discipline in schools can be formulated, debated and agreed before being circulated to schools. These guidelines will fill the current gap created by the abolishment of all forms of degrading punishment, including corporal punishment.
2. The Ministry of Education should make a delicate compromise or balance to revisit the policy on the ban in order to allow/permit some types of punishment, including regulated/modified corporal punishment, so as to deter total chaos in schools and enable school authorities to retain adequate authority to effectively manage schools.
3. The Ministry of Education should introduce truancy prevention programmes in schools. Truancy programmes are good for helping individual learners who might be facing challenges to be guided by experts in this field.
4. Colleges of Education should revise their Education Studies syllabuses with the aim of taking on board current psycho-social factors influencing child behaviour, and topics that would help to inculcate in student teachers deeper knowledge and interest in the child.
5. In order to reduce cases of indiscipline in high schools, headteachers should take the following measures:
 - Urgently involve the police in cases of criminal activity by pupils, like carrying a knife or gun.

- Strengthen and financially support the Guidance and Counselling Sections and ensure that only qualified personnel are engaged in the counselling of pupils.
- Detain offending pupils after school and inform parents as a deterrent.
- Invite eminent persons from the community and non-governmental organisations (NGOs) concerned with human rights to give lectures to pupils on acceptable social behaviour. Talking to them about consequences of their behaviour may assist misbehaving pupils to modify their behaviour.

Recommendations for further research

The study looked at the impact of abolishing degrading punishment on discipline in three high schools. There might be need to further validate the findings by using a larger sample of pupils, teachers, headteachers, including parents. Another study that takes into consideration the effects of the pupils' socio-economic background on discipline in schools would also be very useful.

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APPENDICES

Appendix A: Bio Data Questionnaire for Pupils

Dear Pupil,

I am a student of education at the University of Zambia conducting a study to assess the impact of abolishing degrading punishment, especially corporal punishment, on discipline in High Schools in Solwezi District. As a respondent, you are requested to answer all the questions truthfully and independently. Be assured that all the information will be treated with the strictest confidence; therefore you are NOT required to indicate your name on the questionnaire. This study is for academic purposes only.

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

1. Name of School:
2. Grade:
3. Sex:
1. Male [] 2. Female []
4. Age:
5. Total number of pupils in Class:
6. Total number of Years at this School:
7. Position: Prefect/Captain [] Class Monitor [] Ordinary Pupil []

THANK YOU FOR YOUR CO-OPERATION

Appendix B: Bio Data Questionnaire for Teachers

Dear Sir /Madam,

I am a student of education at the University of Zambia conducting a study to assess the impact of abolishing degrading punishment, especially corporal punishment, on discipline in High Schools in Solwezi District. As a respondent, you are kindly requested to answer all the questions in the questionnaire. Be assured that all the information will be treated with the strictest confidence; therefore you are NOT required to indicate your name on the questionnaire. This study is for academic purposes only.

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

- 1. Name of School:
- 2. Position:
- 3. Number of Years in School:
- 4. Number of Years in Teaching Service:
- 5. Highest Professional Qualification:
- 6. Subject (s) Trained to Teach:
- 7. Average number of pupils in Class:
- 8. Sex: 1. Male [] 2. Female []

9. Age of respondent:

(a) Less than 25 years old []

(b) 25 – 30 years old []

(c) 31 – 35 years old []

(d) 36 – 40 years old []

(e) 41 – 45 years old []

(f) Above 45 years old []

THANK YOU FOR YOUR CO-OPERATION

Appendix C: Bio Data Questionnaire for Headteachers/Deputy Headteachers

Dear Sir/Madam,

I am a student of education at the University of Zambia conducting a study to assess the impact of abolishing degrading punishment, especially corporal punishment, on discipline in High Schools in Solwezi District. You are requested to answer all the questions in the questionnaire. Be assured that all the information will be treated with the strictest confidence; therefore, you are NOT required to indicate your name on the questionnaire. This study is for academic purposes only.

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

- 1. Name of School:
- 2. Position 1. Head [] 2. Deputy []
- 3. Number of Teachers in School:
- 4. Number of Years in Teaching Service:
- 5. Highest Professional Qualification:
- 6. Subject (s) Trained to Teach:
- 7. Average number of pupils in Class:
- 8. Total number of pupils in School:
- 9. Sex: 1. Male [] 2. []

10. Age:
- (a) Less than 25 years old []
 - (b) 25 – 30 years old []
 - (c) 31 – 35 years old []
 - (d) 36 – 40 years old []
 - (e) 41 – 45 years old []
 - (f) Above 45 years old []

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix D: Focus Group Discussion Guide for Pupils

School..... Grade..... Date.....

- 1. Are there school rules that you are expected to follow at your school?
- 2. Can you mention some of them?
- 3. What happens to you when you break the rules?
- 4. Give some examples of types of punishment given to you?
- 5. In your opinion, has discipline improved at your school after the ban on degrading punishment and corporal punishment?
- 6. According to you, are the teachers following the ban on corporal punishment?
- 7. Are there differences in the way male and female teachers have responded to the ban on degrading punishment?
- 8. Should government reintroduce corporal punishment in schools? Why do you say so?
- 9. Are there channels of communication through which pupils can express displeasure on the punishment given by teachers?
- 10. If yes, which are these channels?
- 11. Is the Guidance and Counselling Section in your school active?
- 12. If yes, are there any disciplinary problems that are handled by the Guidance and Counselling Section instead of the Disciplinary Committee?
- 13. What do you think could be done to promote discipline among pupils at your school?

THANK YOU FOR YOUR CO-OPERATION

Appendix E: Focus Group Discussion Guide for teacher

School..... Number of teachers in attendance.....

- 1. What is your opinion on these two suggested ways of bringing up the child: the traditional way which includes punishing by beating, and the modern way, which excludes punishment by beating?
- 2. In your view, what impact did the abolishment of corporal punishment have on discipline in your school?
- 3. Do you think the abolishment of degrading punishment has rendered teachers unable to enforce discipline? Why?
- 4. Do you think corporal punishment deters disruptive behaviour by learners/pupils?

Please explain.
- 5. Should government reintroduce corporal punishment in order to maintain discipline in schools?
- 6. Do parents appreciate and agree with the use of corporal punishment?
- 7. After the ban, has the Government of the Republic of Zambia, through the Ministry of Education, provided guidelines on the alternative and less harmful forms of punishment?
- 8. If yes, what are some of those alternative and less harmful forms of punishment provided by the guidelines
- 9. If there are no guidelines, how challenging has it been to adhere to the ban on the use of corporal punishment?
- 10. What do you think could be done to promote discipline among pupils at your school?

THANK YOU FOR YOU CO-OPERATION

Appendix F: Interview guide for Headteachers/Deputy Headteachers

School..... Date.....

1. What is your opinion on these two suggested ways of bringing up the child: the traditional way which includes punishing by beating, and the modern way, which excludes punishment by beating?
2. In your view, what impact did the abolishment of corporal punishment have on discipline in your school?
3. What was the reaction of the teachers to the ban?
4. After the ban did the Government of the Republic of Zambia through the Ministry of Education provide guidelines on the alternative and less harmful forms of punishment?
5. If the answer to question 4 is yes, what are some of the guidelines?
6. If there are no guidelines on alternative forms of punishment how are your teachers managing the challenge of adhering to the ban?
7. Are there any monitoring mechanisms that have been put in place for effective implementation of the ban on degrading punishment?
8. If the answer to the question above is yes, what are some of the mechanisms?
9. What are some of the discipline problems faced by your school at the moment?
10. What do you think are the main causes of the discipline problems at your school?

11. Which gender gives you more discipline problems between boys and girls?
12. What type of punishment do you give to pupils who break school rules?
13. What is your view on the form of punishment given at your school?
14. Should government reintroduce corporal punishment in order to maintain discipline
in schools?
15. What do you think could be done to promote discipline among pupils in schools?

THANK YOU FOR YOUR CO-OPERATION

Appendix G: Document Review Check List

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

Appendix H: Introductory letter from Dean Postgraduate Studies

APPENDIX G

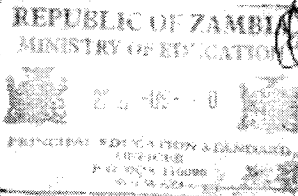


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 14th July 2010



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. FREDDIE AKHANI PIKI Computer number 528001231 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Sophie Kasonde-Ng'andu (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES, SCHOOL OF EDUCATION

