Assessment Of The Implementation Of Non-Corporal Punishment After The Abolishment Of Corporal Punishment In Selected Secondary Schools Of Kalulushi District- Zambia

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Abstract

This study assessed the implementation of non-corporal disciplinary measures (punishment) by teachers in secondary schools of Kalulushi district following the abolishment of corporal punishment in Zambian school. The study implored qualitative approach and a descriptive survey design was used. Data was collected from the disciplinary records; questionnaires and through individual interviews. The study sample comprised of 48 participants that is 3 deputy head teachers, 15 teachers and 30 pupils from three government secondary schools. Data was analyzed according to emerging themes, and presented on tables and graphs. The study established that the non-corporal methods/measures used to instill discipline are manual work, dialogue, counselling, suspension and forced transfer. The study established that these measures are suitable because they are non-Corporal, they create a sense of responsibility in pupils, and they are within the law and are considerably effective. However, it was found that these measures consume time to be administered, pupils and parents do not comply and that teachers and pupils lack knowledge on the trends on non-corporal discipline.

Keywords: Indiscipline, Discipline, Corporal Punishment, Non-corporal discipline.

1 Introduction

The issues of discipline and punishment have been discussed at various levels by educational policy makers and Researchers worldwide. Musambai (2003) explains that the word discipline is derived from the word disciple, which implies teaching or helping one to grow and to achieve. Mbiti (1998) understood Discipline as a system of guiding the individual to make reasonable decisions responsibly. Similarly, UNESCO (2006) defines discipline as "the practice of teaching or training a person to obey rules or a code of behaviour in both short and long term."

Good discipline in secondary schools aims at primarily creating and maintaining a good teaching and learning environment resulting in school academic success (Musambai, 2003). Discipline is therefore, a pre-requisite to quality education which in turn is the most powerful requirement for national development. School discipline is therefore, aimed at creating a conducive and serious learning environment and developing pupils self-control and self- direction (Lukman & Hamudi, 2014).

Good quality education must instill discipline in learners thereby promoting long lasting good behaviour in them. According to Ministry of Education (Educating Our Future, Policy Document, 1996), one of the government's goals of the education system is to produce a learner capable of

maintaining and observing discipline and hard work as the cornerstones of personal and national development. It is therefore, an unarguable fact to understand that teachers have an on-going responsibility to provide a safe and orderly learning environment for all students by instilling discipline in learners. This is mainly done through administration of punishment

The term punishment can be defined in many ways. According to Webster (2006: 936), Punishment is the act of causing pain, suffering or loss that serves as retribution and where unpleasant consequences follow socially unacceptable behaviour. Punishment can also be defined as any consequence that decreases the likelihood of recurrence of the behaviour that precipitated it. Punishment in school therefore, serves as a reformatory tool to help eliminate bad behaviour in learners and instill discipline in them. This makes punishment an integral component of the teaching and learning process in schools.

There are many forms of punishment that are administered to learners who break school rules or commit other acts of indiscipline such as lateness, stealing, fighting and others. These forms include, detention, picking litter, verbal reprimands, corporal punishment and others. Amongst these forms of punishment, corporal punishment is the most controversial one. Corporal punishment is the use of physical force with intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior such as patting, hitting, punching and spanking using objects such as sticks, belts, and paddles (NASN, 2010).

1.1 Corporal Punishment in Zambia

Many countries Zambia inclusive have banned the use of corporal punishment in schools. This is because corporal punishment was a violation of the learners' rights. The abolishment of corporal punishment was initiated by parents and care givers in Sweden 60 years ago, of which in 1979, Sweden was the first to make it illegal to strike a child as a form of discipline, and has since spread to many other countries (UNESCO, 2005).

Corporal punishment is associated with unattractive consequence in many studies. It damages the psychological, moral, physical and emotional development of a child. Children's that are victims of frequent corporal punishment can also feel hopeless, develop low self-confidence and anxiety. They can also develop hate in schooling and stop to go to school. Their level of understanding and problem solving skill is very low and that is the way they develop an aggressive and deviant behavior (Kambuga, 2017). The impugners of corporal punishment consider it humiliating and say it should never find its way back in Zambian school system and society at large (Phiri, 2012). Additionally, the ban of corporal punishment and other anti-human practices in the schools is necessary towards the establishment of a culture of human rights in the country. However, human rights must be exercised responsibly as Agesa (2015) cautions.

It must be clarified here that punishment has not been banned, but what has been banned is corporal punishment according to Zambia's education Act No.23 of 2011-part IV paragraph 28. Teachers are expected to use other means of instilling discipline rather than corporal punishment. This has however, had an impact on discipline in Zambian schools. Studies conducted recently in Zambia have revealed that pupil discipline in Zambian secondary schools leaves much to be desired (Phiri, 2012; Mweemba, 2011, Banda 2006). Mtonga (2016) describes the status of pupil discipline in Zambian schools as pathetic. Simango (2012) affirms that "the step taken by the Republic of

Zambia to abolish corporal punishment in all schools has created serious disciplinary issues in Zambian schools."

Some stakeholders and scholars such as Miller (1989) and Beddings (2006) have called for the re-introduction of corporal punishment. However, the reintroduction of corporal punishment is out of question. If other forms of punishment are administered properly, they could be effective in curbing indiscipline. It is because of this reason that this study was conducted to assess the non-corporal forms of punishment used to curb indiscipline in secondary schools of Kalulushi district in order to come up with better ways of instilling discipline in non-corporal ways.

1.2 Understanding discipline and corporal punishment

Discipline is paramount in every school for the success of teaching and learning processes as well as molding a pupil to be a better and responsible citizen in future (Bear, 2010). In Zambian schools, the Deputy Head teachers with their teachers are tasked with the responsibility of administering discipline to the learners (MOE, 1996). Discipline has to do with positive correction as advocated for by congruent communication theory which is in line with non-corporal modes of discipline as emphasized in the post corporal punishment era in all Zambian schools.

In line with Mbiti, (1998), discipline is understood as a system of guiding the individual to make reasonable decisions responsibly. This however also implies that discipline has to do with responsibility, order and regularity. For instance, according to Muzumara (2007), in a classroom situation, discipline means the control of a class in a bid to achieve desired and acceptable behaviour. From this view, it is observed that when discipline is properly handled it would undoubtedly produce students with self-direction, responsibility and concern for others.

1.3 Indiscipline versus Corporal punishment

Indiscipline among students comprises acts that interfere with learners' attempts to grow and achieve given objectives. In an effort to instill discipline among learners, educators have used methods of rewards and punishments (which include corporal punishment) for good and bad behaviour (Slavin, 2006). Corporal punishment has not only caused students to turn on each other but also has made them to be deviant to their teachers. It is for this reason that congruent communication theory advocated by Ginott (Charles, 2011) encourages educators to focus less on punishment and discuss behaviour problem to enable offenders gain self-discipline and help them feel safe and valued.

There is enough evidence from literature which shows that educators in countries where corporal punishment has been abolished are now using forms of punishment that are non-corporal. Naong (2007) in Kenya found out that educators who usually relied on corporal punishment now had to develop alternative methods of coping with discipline problems. Current studies show that most schools have moved away from corporal punishment as a disciplinary action and rely more on modes of discipline that are non-corporal such as in-school suspension, after school detention and other wide range of punishments (Ndembu, 2013; Mtonga, 2016; Banda, 2006; Mweemba, 2011; Phiri, 2012 Simango, 2012)).

Mweemba (2011:16) in his research conducted in selected Zambian Secondary schools in Kabwe established that many teachers have no alternatives to punishment and so most teachers overload the office of the Head teachers with all sorts of pupil offences...." The findings of Mweemba may not

have been accurate. The general survey from the ending corporal punishment campaign suggests some of the alternative ways of dealing with disciplinary issues as opposed to corporal punishment which educators in Zambian schools should be using (Soneson, 2005).

The disciplinary measures adopted after the ban of corporal punishment may have not been suitable for use in instilling discipline in learners in secondary schools. Kambuga (2017) in his research found out that learners take advantage of educators since they know that the punishment given, may not be equal to the pain of corporal punishment. The ban of corporal punishment made some educators feel as if they had abdicated their key role of disciplining learners. Learners had become more indiscipline to the level where they openly defied teacher's authority (Masitsa, 2008). This was an indication that the measures of instilling discipline that were used in schools couldn't have been suitable.

Suitability of the non-corporal disciplinary measures aims at achieving the intended goal of instilling discipline among learners in the school environment. Research conducted by Phiri (2012), in trying to establish the impact of abolishing corporal punishment and the nature and causes of indiscipline in secondary schools has revealed that there has been an increase of indiscipline in secondary schools from the time corporal punishment was abolished in schools in Zambia. The findings of such increase in indiscipline levels are attributed to the unsuitableness and ineffectiveness of the non-corporal disciplinary measures that teachers have adopted following the removal of corporal punishment (Phiri, 2012). This of course may not be true because pupils learn well in violent free environment where corporal punishment is not used as a means of correcting offenders as supported by Soneson (2005) in the research conducted in Southern, Lusaka and Copper-belt provinces in Zambia whose findings were that, pupils would rather their teachers talk and advise offenders other than using corporal punishment on them.

Researchers have noted that student disciplinary problem is one of the major concerns of today's debate on the quality of education in various schools. It is as well one of the major challenges that teachers face in their places of work (Kambuga, 2017). It is perceived to be an obstacle towards effective teaching and learning environment in general. Maintaining pupils' discipline in the 21st century is said to be the most difficult and unpleasant part of the teaching career. It is not surprising that discipline is categorically the major challenge facing school teachers today (Yaghambe, 2013; Semali & Vumilia, 2016; Kambuga, 2017).

The escalating levels of pupils' indiscipline in the post corporal punishment in schools is evidence enough that educators in secondary schools face a lot of challenges in trying to instill discipline in pupils using the disciplinary measures that are non-corporal. According to a study conducted in Kenya by Songul (2009), educators face a lot of challenges in administering alternative modes of maintaining discipline in schools. Studies done by Gladwell (1999) revealed that the alternative methods to corporal punishment are impossible to use in maintaining discipline in over-populated schools. The foregoing is acknowledged by Phiri (2012) and Simango (2012) whose findings on the impact of abolishing corporal punishment in Zambian schools revealed that teachers face a lot of challenges of discipline in schools. This is in agreement with the study undertaken by Maposha and Shumba (2010) in South Africa; their findings were that following the introduction of non-corporal discipline, indiscipline in schools has continued to grow.

Based on the reviewed literature, it was clear that the three research objectives and the problem for this study were not addressed by local researchers in this area. This was attributed to the fact that most of the writings and studies based findings from foreign countries which could not be

generalized to the Zambian scenario. While there is a plethora of literature that focuses on the negative consequences of corporal punishment on the mental and physical wellbeing of public school students, there is a paucity of research especially in the Zambian context which focuses on how teachers can instill and maintain discipline in non-corporal ways. Mtonga (2016) states that although there is evidence that corporal punishment perpetuates negative emotions which are contrary to the prescripts of the Zambian Constitution, little is known about the impact of these other methods in promoting desirable changes in behaviour.

2. Methodology

2.1 Research design

The study was guided by qualitative paradigm. This study adopted a descriptive research design particularly a survey design under qualitative approach. The descriptive survey research design enabled the researcher to explore the influence of non-corporal ways of administering discipline following the removal of corporal punishment in government secondary schools of Kalulushi district.

2.2 Target Population and Sample

The study targeted 15 Government Secondary Schools in Kalulushi district, 15 school administrators (Deputy Head teachers), 206 grade teachers and 471 pupils (prefects, head boys/girls). The study had a total sample of 48 respondents which comprised 3 school administrators (deputy head teachers), 15 teachers and 30 pupils from the three selected secondary schools.

2.3 Data collection methods and procedure

Each school administrator (deputy head teacher) was interviewed with the aid of the interview guide. Each of the participating teachers and pupils filled in questionnaires. The last method used to collect data was reviewing and analyzing secondary data from unpublished documents of current disciplinary policies of schools, minutes of disciplinary committee meetings, copies of school rules and from the punishment books. Questionnaires were used in this study to obtain data regarding non-corporal disciplinary measures used in schools, the views of teachers and pupils on these disciplinary measures regarding their suitability in curbing indiscipline and lastly the problems/challenges that are faced in using these disciplinary measures. The researcher observed the school behavior of pupils in the participating schools to gain an insight on indiscipline levels in these schools.

2.4 Data Analysis

The data for this study was analyzed thematically, that is grouping data into themes. In analyzing data, firstly the collected data was perused and that the relevant information to the research questions and objectives was identified. This was followed by developing a suitable coding system based on samples collected which identified important features of the data that was relevant to answering the research questions. Comparative bar-graphs generated using excel and verbatim were used to present the findings. The researcher recorded the intensity, which had to do with the number

of times certain words or phrases or descriptions were used in the discussion. The frequency with which an idea or word or description appeared was used to interpret the importance.

3. Findings

### 3.1 Educators view of Corporal Punishment Ban

3 administrators and 15 teachers that is 18 respondents were asked on whether they were in support of the removal of corporal punishment from Zambian schools. 14 out of the 18 respondents (78%) were in support of the ban while the remaining 4 (22%) were against the ban. 100% of the pupil respondents were totally in support of the ban. This data is presented in the chart below:
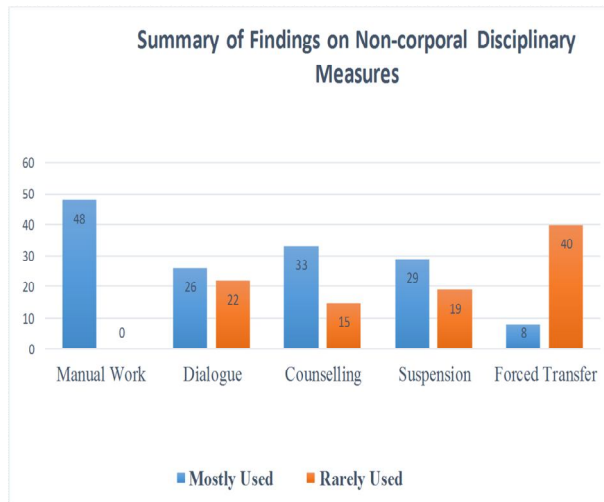
3.2 Educators Support of the Ban

Non-Corporal Measures Used in Schools

The disciplinary measures that educators use in schools fall in the categories presented in the figure below:
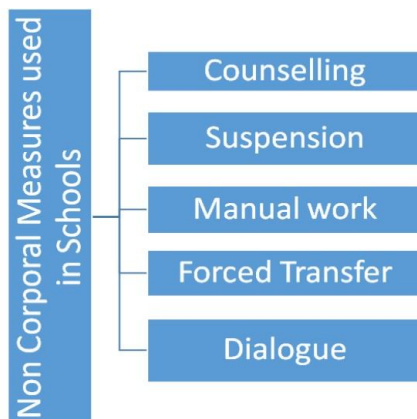
Disciplinary measures used in schools

The study revealed the non-corporal disciplinary measures obtaining on the ground. These are; manual work which was highly supported by all the categories of respondents with all the 48 responses; dialogue was supported by 26 out of 48 responses, against 22. Suspension was supported by 29 out of 48 responses, against 19. Counselling was stated to be mostly used by 33 against 15 who stated that it was rarely used. Lastly, forced transfer is also used as a disciplinary measure and 8 stated that it was mostly used against 40 that mentioned that it is rarely used and used only in extreme cases. The statistics of these findings are summarized in the chart below:

Manual Work

Manual work was expressed in form of offenders told to pick paper/litter, sweeping around the school surroundings, sweeping/ mopping/ polishing the classrooms/corridors, slashing, weeding, gardening, maintaining flower beds, and watering plants/lawns. The findings of this study are in line with Ajowi & Simatatwa (2010:266) who stated that "most schools use manual work…which is in form of sweeping, picking litter, slashing digging the garden to discipline student offenders.

The revelations by the deputy head teacher respondents in this study being the custodians of discipline in schools authenticated what is obtaining on the ground in as far as the administration of discipline through the use of non-corporal methods by educators in secondary schools is concerned. Worth mentioning is that the documents reviewed from all the sampled schools, manual work is very prominent in all the schools.

Dialogue

Dialogue was reported in form of positive rebuke, apologizing, calling parents, inviting some PTA members to come on board and dialogue with school authorities on how best they can help offenders with deviant behavior to reason with them, in order to help them reform. The researcher established that dialogue was essential in the sense that pupils with deviant behavior may not change through the use of manual work.

Counselling

Counseling as a non-corporal disciplinary measure was expressed in form of guidance, positively talking to the offenders, creating friendship with them and knowing their background, and referring offenders to relevant institutions. At School level, pupils are faced with several problems such as examination related cases, socio- psychological problems pupils indulging themselves in drug abuse, prostitution, truancy, coupled with financial challenges. In the light of these problems, parents expect Schools to provide solutions to the problems their children are facing and at the same time impart good morals to learners as a way of preparing them to becoming useful citizens of tomorrow. One of the obvious ways to do this according to Hamalengo (2016) is through guidance and counselling.

The findings of this research are similar with those of Mwambura (2010) who established the use of manual work by teachers in schools as opposed to corporal punishment to instill discipline in pupils and that he also acknowledges the use of counselling. Ayeyiko (2002) observes that non-corporal disciplinary measures such as counselling enable offenders to get to the roots of the problem through interrogation and those pupils have the liberty to use and realize the dangers of their

disobedience. However, it was found that despite counseling being used and advocated by the congruent communication theory, many educators rarely use it.

Suspension

The study found that suspension is another method of discipline used in form of sending offenders out from a lesson/class, sending away offenders from school for a stipulated period of time. From the responses given by respondents from different categories, suspension was categorized into two. The first one was administered at a lower level by the subject/grade teacher. This is where offenders during the teaching and learning processes would be sent out of class over a disruptive behavior after several warnings. In this case the researcher established that such pupils would be allowed back in class after being given manual work or even having dialogue with them. The highest level of suspension in a school was done by the Deputy Head teacher who is the disciplinarian and the chairperson of the disciplinary committee but in some cases, it was done by the Head teacher.

Forced Transfer

Forced transfer was found to be administered when all other forms of non-corporal disciplinary measures have failed. It was established that this form of instilling discipline is rarely used in government secondary schools. On one hand, some educators and researchers such as Mtonga (2106) and Phiri (2012) hold the view that when a learner with disruptive behaviour is given a forced transfer to another school, they are likely to change their behavior for the better in their new environment.

The researcher on the other hand contends that forced transfer only shows rejection and may not really be a reformatory measure as it is tantamount to expulsion. Research carried out recently (Sanders, 2018; Hamalengo; UNICEF, 2015; Kambuga, 2017) has continually shown that discipline strategies like forced transfers, exclusions and suspensions are no longer offering solutions to students' dangerous and disruptive behavior.

Are Non-Corporal Disciplinary Measures Suitable?

In trying to ascertain the suitability of the disciplinary measures, the study assessed whether the forms of punishment used in schools are non-corporal, lawful, promote a sense of responsibility, and are effective in instilling discipline in pupils.

Disciplinary Measures used are Non-Corporal

The study focused on finding out whether the disciplinary measures used were really non-corporal. The forms of punishment were considered to be non-corporal if they do not inflict pain or cause harm on the body, offenders not being humiliated, not leading children to be violent, bitter and that the punishments given are lighter. This study revealed that since teachers use non-corporal disciplinary measures they are protected and prevented from committing cases of assault. All of the respondents in each category stated on each of the disciplinary measures that they were all non-corporal that is 100% support.

Are Disciplinary Measures used Lawful?
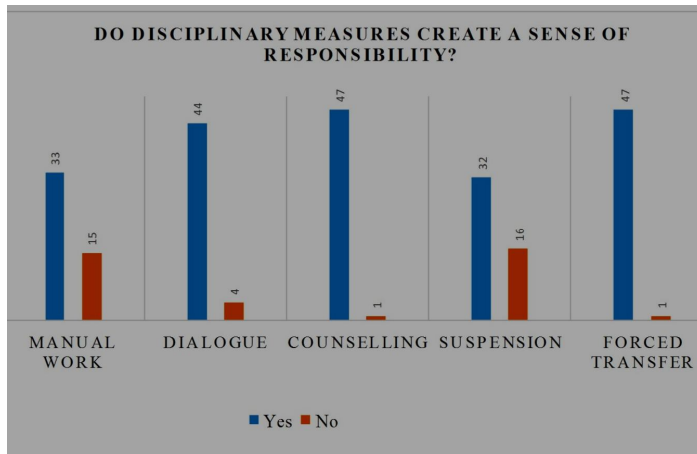
All Disciplinary measures being lawful were strongly supported by all the 48 responses from all the categories of respondents in the sense that pupils are not humiliated; do not feel degraded, and that they are in line with the legislation on the abolishment of corporal punishment. The findings of this study on discipline methods being non-corporal and lawful are supported by what is enshrined in the children's rights instrument that children are human beings who should be free from any form of violence, UNESCO (2006).

Disciplinary Measures used create a Sense of Responsibility

Sense of responsibility as expressed by the respondents was in form of equipping learners with a skill, creating a good society, and preparing pupils to be responsible citizens. The study established that the non-corporal disciplinary measures if implemented well, can promote a sense of responsibility in pupils. Further, if used properly, these measures can equip learners with a skill; create a good society; contribute to the cleanliness of the school; make pupils better citizens; create a good learning environment; and help to maintain the school environment.

The study revealed that pupils are groomed into becoming better and responsible citizens in future. In agreement with this, Bear (2010:1) opines that "good discipline helps to create and maintain a safe, orderly and positive learning environment…as well as developing autonomous and responsible citizens in the long run." These views are in line with the policy document MOE (1996). Manual work was supported by 33 against 15, dialogue was supported by 44 against 4, counselling by 47 against 1, suspension by 32 against 16 and forced transfer by 47 against 1 response.

Are Disciplinary Measures Effective?
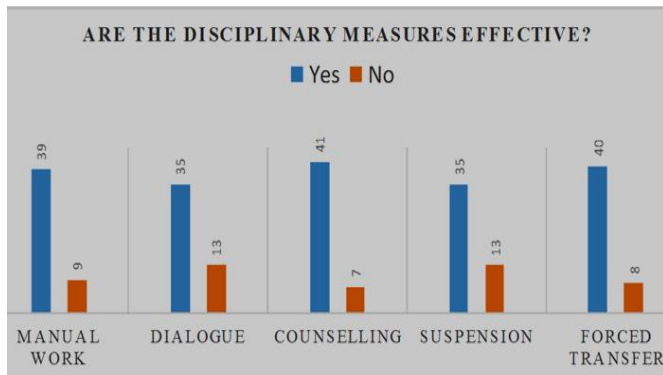
Based on the findings presented earlier in the table, manual work was supported to be effective by 39 against 9, dialogue by 35 against 13, counselling by 41 against 7, suspension by 35 against 13 and forced transfer by 40 against 8 responses.

Effectiveness was expressed in form of offenders reflecting on their wrongs, helping them to reform, order being maintained in classes, controlling pupils' behaviour, and leading pupils to behaviour change. On the other hand, ineffectiveness of the non-corporal disciplinary methods used to instill discipline in pupils was expressed in many ways. Firstly, it was attributed to the fact that the punishments given are lighter, they do not match the offence, pupils do not fear to be punished

Respondents	No.	Time Consuming		Non-compliance		Lack of Knowledge	
		Yes	No	Yes	No	Yes	No
D/H Teachers	3	2	1	1	2	1	2
Teachers	15	15	0	11	4	6	9
Pupils	30	26	4	19	11	22	8
Totals	48	43	5	31	17	29	19

and that pupils willfully offend. Further, it was revealed that pupils take advantage of the abolishment of corporal punishment, enjoy the kind of manual work given and that some pupils keep committing.

Maposasha & Shumba (2010) in South Africa, found that following the abolishment of corporal punishment, indiscipline in schools has continued to grow. Teachers found it very difficult to control male students in the absence of corporal punishment, Simango (2012). The aforementioned authors acknowledge that non-corporal methods of discipline are ineffective to instill discipline in pupils. The findings are similar with Britain and America as reported by Greyganus (2009), that the ban of corporal punishment led to the breakdown of discipline in schools.

On the contrary, the researcher strongly disagrees on the ineffectiveness of these measure. Basing on the findings of the study, the researcher has attributed this ineffectiveness to poor administration of these disciplinary measures. The researcher's views are supported by Greydanus (2009); Naker & Sekitoleko (2009); and UNESCO (2006) who have talked about the ills of punishment and suggesting non-corporal punishment modes being effective.

Challenges Faced in Using Non-Corporal Discipline.

It was found that non-corporal disciplinary measures are time consuming, most parents and pupils do not comply, as well as lack of knowledge by teachers and pupils.

Challenges faced in administering non-corporal discipline

Non-Corporal Modes of Discipline Consume Time.

The challenge of time was attributed to pupils losing on teaching and learning time, divided attention by the teachers, requiring close supervision, teachers feeling indirectly punished, more time required to successfully punish, little or no attention given to those on punishment, and poor coverage of syllabi.

The respondents elaborated that a large number of pupils report late usually at the beginning of the first lesson and they are asked to pick litter before they go into their respective classes, hence delaying the starting of lessons for teachers on duty making it difficult to complete the syllabi. Further, regulations demand that punishment should be given after lessons, which makes it difficult for most teachers to punish and supervise offenders as they have other duties in the afternoons. Teacher respondents indicated that they felt punished in a way for them to teach and supervise as they faced a challenge of having a lot of pupils on punishment. This explains the reasons why some do not punish offender to avoid self-punishment. The challenge of time consuming is similar with the findings from the research done by Mtonga (2016) and Tungata (2006) who established that the uses of non-corporal methods of discipline are time consuming.

Pupils and parents do not comply

Non-compliance by parents was expressed in form of them not responding when summoned by school authorities, supporting the wrong behaviour of their children, refusing their children to do manual work, lack of cooperation with teachers, interference by some parents, and some parents threatening teachers. On the part of pupils, most of them willfully disobey school authorities and refusing to do punishment.

The school administrators (deputy head teachers) expressed the view that some parents have contributed greatly to the decline of discipline of pupils in schools due to non-compliance. They stated that when they are summoned to appear before the school administration to discuss the behaviour of their children, they do not even come giving excuses through their children that they are busy and do not have time to come. They also stated that some parents come, but ready to quarrel with the Head teacher despite the cases committed by their children. It was also observed that parents and pupils misinterpret children rights.

Teachers and Pupils Lack Knowledge on   Non-corporal Discipline

Lack of knowledge by pupils and teachers as a challenge was expressed in form of teachers and pupils lacking knowledge on the new trends of disciplinary measures, pupils not appreciating discipline, lack of understanding on rights and responsibilities by pupils, wrong perception by pupils on the abolishment of corporal punishment, misinterpretation of human rights by pupils, lack of skills and initiative by teachers, and pupils not appreciating the importance of discipline.

It was found that pupils lacked understanding on their rights and responsibilities. This means that some pupils have a wrong perception of the law on the abolishment of corporal punishment. They wrongly understand the abolishment of corporal punishment as implying the abolishment of all forms of punishment and discipline for them. The challenge of teachers lacking knowledge is in line with Chisholm (2007), who stated that "teachers face a lot of problems in as far as identifying the non-corporal methods of discipline to use and how to use them is concerned."

Conclusion

This study has established that the non-corporal methods of instilling discipline are manual work, dialogue, counselling, suspension and giving of forced transfer. Based on the findings of the study, it can be concluded that these methods used to instill discipline are suitable for use because they are non-corporal, they are lawful, they create a sense of responsibility in pupils and that they are to a certain degree effective though their effectiveness brought mixed views from the respondents. The study has also revealed that teachers face a lot of challenges in as far as the administration of non-corporal disciplinary measures are concerned.

Manual work though highly supported, does not suggest that it is the most effective disciplinary measure to control pupil discipline but that teachers find it easy to administer it. Counselling though rarely used as it requires a lot of time would be the most effective non-corporal disciplinary measure to use if well handled. The findings of this study have revealed that there is need by the government and all the stakeholders to quickly look into and address the established challenges that educators face so as to improve pupil discipline.

Recommendations

i. The Ministry of General Education should come up with a written guide for teachers prescribing non-corporal disciplinary measures and better ways of administering them.

ii. Teachers and parents through the PTA should cooperate and work in collaboration in instilling discipline.

Further Research

There is more to be done in the field of discipline in secondary schools in Zambia. Due to this, the researcher of this study proposes that a study be conducted on how best non-corporal disciplinary measures can be administered in order to improve on their effectiveness in instilling discipline and to reduce on the time consumed in administering these disciplinary measures.

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