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Original Article

# Home and School Environments recipe for indiscipline among pupils in Schools: A case of Namwianga Christian Secondary School.

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**Abstract:** The home and School environment are important in socialising children. The home is regarded as the first agent of socialisation. It is the first place from which society's norms are learned. In short, it is a home of social values. In a home where parenting is effective discipline, there is discipline among children. On the contrary, in homes where parenting is not adequate, children's behaviour becomes a source of worry. Such homes become a breeding ground for indiscipline among children. Children raised in such homes exhibit a kind of behaviour that is a true reflection of their family. They end up portraying such behaviour even in schools where they go to. This, therefore, makes those schools a recipe for indiscipline as well. From this background, the current research's purpose was to find out whether home and school environment-related factors negatively influence the discipline of pupils in schools. The current study explored how home and school environments contribute to the behaviour of pupils. The study adopted social control Theory and Attachment Theory. The Social Control Theory helps to examine how social bonds can bring indiscipline and social delinquency in schools. Its findings were applicable to the study because all the factors outlined in this current research have a link to social bonds pupils make, whether at home or in schools. The Attachment Theory helps to investigate the relationship between attachment security and emotional adjustment disruptive behaviour. The current work heavily borrows from this theory because during the research, it was discovered that some of the factors leading to indiscipline result from a lack of attachment to the school environment or to society. Research is of great value to both education and the society at large. They bring about a link between the family and the school in raising better actions.

**Keywords:** Home and School Environment, Recipe, Indiscipline, Pupils, Namwianga Christian Secondary School

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## 1. Introduction

Indiscipline among pupils in schools, as in the case of Namwianga Christian Secondary School, is caused by several factors. It may be linked to emotional, physical, social, home environment, and school environment-related factors.

Previous studies have investigated how the said factors influenced pupils, discipline. The study has revealed that emotional factors are one of the causes of indiscipline among pupils in institutions of learning. Gouw (1970) observed that defensive mechanisms may be seen as strategies pupils use as safeguards against any threat to their personality. In short, pupils try to protect themselves against

feelings of anxiety, inferiority and guilt. In the process, they tend to show undesirable behaviour. This has been echoed by Jovanovic (2017), who revealed that learners whose behaviour is found to be disruptive tend to behave lack that for they want to impress their colleagues. Literature reviews physical factors as a cause of indiscipline among pupils in schools. These factors' roles are crucial in influencing learners, specifically in their adolescent stage. It is at this stage that learners want to show off their characters for the sake of peer identification. They indulge themselves in vices such as sexual intercourse, drug abuse and physical fighting, Johansen (1988). In this vein, physical factors have a close relationship with social factors. For pupils to indulge themselves in illicit physical activities, they first associate with friends whose behaviour is imitable.

## 2. Literature Review

Studies by Ezewu (1990) and Farrant (1980) have investigated the influence of the home environment on pupils' discipline. The studies reveal a connection between home and school environment factors' influence on pupils' behaviour. It has been shown that a child's capabilities and emotional behaviour, which are necessary ingredients for education, are greatly influenced by the type of family an individual comes from; this, in short, reveals the critical influence of heredity and environment, which in turn affects physical and mental mechanisms. In line with this, Banja (2013) concluded that poor home training and upbringing and break down family have a severe psychological effect on the child's life. This simply shows that pupils exhibit undesirable behaviour due to their parent's lack of good leadership and realistic rules. In homes where there is total freedom, children are raised as free-range children who are free to do anything they want. In the end, they find themselves showing unwanted behaviour.

On the contrary, Mouly (1973) indicates that parents who use punitive methods of discipline may end up teaching their children to behave aggressively towards other people in future. In this same vein, when children are denied freedom, they become frustrated, and in turn, they maximise any chance they find of doing wrong things.

Mouly further states that emotional stability, control and general maturity develop best in a family atmosphere. As such children must be given the love they deserve. This has been supported by West and Hsiao (2017), who said lack of parental involvement and support can contribute to indiscipline among learners. In addition, family conflict can cause stress and anxiety in learners. In turn, this can lead to indiscipline.

Studies have also revealed inadequate parenting as a source of indiscipline among pupils. It has been observed that nowadays, most parents are workers. As such, they have little time to spend with their children; hence, they give little or no care, love, and a sense of moral responsibility. This causes their children to be misguided by external forces (Woolfolk 2001).

Evertson et al. (1994) argue that discipline problems result from stressors such as abuse, death in the family, parents' unemployment, serious illness and divorce. In short, poverty, illness and divorce can be a source of indiscipline among children. Salringer and Ginsburg (2016) discovered that family conflict, which comes as a result of inadequate parenting, can cause stress and anxiety in learners, and this can be a source of indiscipline.

Literature reviews the school environment as another critical factor that influences the behaviour of pupils. Under the school environment, there are several sub-factors that influence pupils' discipline. Data (1984) notes the laissez-faire type of teachers as one of the factors that hurt the behaviour of learners. Such type of teachers gives learners too much freedom to do anything they want. In such a situation, pupils take advantage of the teachers' attitudes. Hence, they end up behaving uncontrollably. An attitude of this nature leads to lawlessness, lack of direction guidance and appreciation. The attitude leads to terrible vices such as violent attacks by pupils on others, vandalism, breach of school rules and fighting.

Barlow (1985) identifies an authoritarian teacher as another school environment-related factor that influences the behaviour of pupils in schools. When pupils are given little opportunity to air their views and grievances, they feel out of place. They feel neglected and abused; their freedom is infringed. Such teachers pose a great deal of anger. They make the pupils to be aggressive. There is a need to give pupils room to explain their behaviour when they misbehave. When pupils see that their teacher is too authoritative, they deliberately try to provoke him/her further.

Grimmins (2007) proposes calmness on the side of teachers. He advises teachers to be calm when dealing with indiscipline. They should avoid taking things personally. A gentle voice helps to calm delicate situations. Teachers are advised to listen to the pupils and check their understanding of the situation before they react.

In their study, Eggen and Kauchak (1997) discovered another factor that influences discipline among pupils in schools. They found that discipline cases are caused by a lack of effective methods by teachers. In their view, it is impossible to maintain a well-managed class without good teaching. In short, inadequate planning and knowledge of one's teaching subject hurt the pupils' behaviour. It can lead to lack of motivation on the side of the learners. As a result, some may resort to dodging lessons, and some may spend much of their time making noise in class.

In the like manners, Canter (1976) gives a brilliant idea on how to avoid indiscipline cases in class. He suggests that to get a child to behave, a teacher should feed him fully. In other words, pupils who are kept with well-planned work in class do not exhibit irritating behaviour. This simply calls for learner-centred lessons.

Studies further indicate that discipline cases increase when poorly handled in schools. Lee (1982) defends systematic exclusion as an excellent consequence when pupil discipline cases go to an extreme. This calls for an engagement between school authorities and parents. This can help to complete the follow-through before parents are told to take their children for further counselling. When doing so, there is a need for cooperation between parents, teachers and the school authorities.

Research further indicates that the increase in discipline problems is a result of using the same type of punishment by teachers and administrators. Canter (1976) makes it clear that the vast majority of teachers have never learned nor been exposed to the steps involved in planning discipline programmes, especially those used with disruptive students. This is a clear indication that most of the teachers only concentrate on preparing for their lessons. They do not consider spending a bit of time planning on how to handle discipline cases. In the like manner, the literature reveals several activities involved in dealing with discipline cases. In short, teachers should be engaged in discipline planning. They should be trained to include learners in field trips, sporting activities, drama and assemblies. These can help a great deal in lessening discipline cases.

In his research, Mouly (1973) explains that the child must also find security in the classroom; hence, there is a need for a carefully planned schedule in which every child has a place and for reasonably consistent limits within which he can chart his course. This simply puts the teacher as a parent who should see that all children are cared for. In short, this causes teachers' attention in class. Therefore, teachers should ensure that all learners are allowed to participate in learning activities. When pupils are kept in class without serious learning activities they tend to find freedom of making noise and doing other things that may be disruptive.

Sciarra and Vance (2016) discovered that teacher-student relationship has an influence on the discipline of learners. When teachers relate well with their learners, they create a conducive relationship. They make their learners feel cared for. On the contrary, when teachers show hostility toward their learners, they live and learn in fear. In turn, the learners treat such teachers as enemies instead of parental substitutes. As such, they tend to behave in a self-defence mood.

Literature reviews the effect of lack of adequate extracurricular activities on the behaviour of pupils. In his study, Hendrikz (1986) discovered that severe deprivation of liberty or much-enjoyed activities is a source of indiscipline among school pupils. In this view, when schools fail to provide their learners with the necessary activities, learners involve themselves in illicit activities. As the saying goes: 'An idle mind is the workshop of the devil or the devil's workshop'.

Chirwa (2005) exposed physical punishment as a source of indiscipline in school. Quite all right, right? This type of punishment may work to some extent. However, if not handled well it can lead to disruptive behaviour on the side of the pupils. For example, when learners get used to such types of punishment, they will tend to view them as part of their daily activities; hence, they will continue misbehaving.

Chirwa (2005), further in his study, identified control measures as a recipe for discipline problems among pupils. In other words, the method teachers employ to regulate the conduct of one child in a classroom may affect the behaviour of other children. For example, when a teacher shows favouritism to certain pupils, other pupils will feel neglected; hence, they will begin to exhibit negative behaviour. In the same vein, when teachers fail to give clear instructions, learners' behaviour may be affected;

they may show negative behaviour towards their teacher. Rigidness on the teacher's side can be a source of indiscipline among learners. It is, therefore, advisable for teachers to regulate pupils' conduct professionally. In the same vein, Knapp (2014) concluded that effective discipline practices can promote a positive school climate and student engagement, which can improve academic achievement and behaviour. He further explained that well-implemented policies could lead to improved academic outcomes.

The present study was designed to examine the factors influencing discipline among pupils in schools, using Namwianga Christian Secondary School as a case study. Two questions were addressed in this study:

1. Does the home environment influence pupils' behaviour?
2. Does the school environment negatively influence the behaviour of the learners?

### 3. Materials and Methods

The research was conducted within the boundaries and confines of Namwianga Mission. The subjects were 323, comprising 270 pupils, 27 parents, 22 teachers and four disciplinary committee members. These participants were randomly selected except for the four members of the disciplinary committee who were whose inclusion was a result of their role. The participants were selected according to gender. This is indicated in the table below.

Table 1: Gender Distribution of Respondents

| Category                       | Gender | Frequency | Percent |
|--------------------------------|--------|-----------|---------|
| Pupils                         | Male   | 125       | 38.70%  |
|                                | Female | 145       | 44.89%  |
| Parents                        | Male   | 16        | 4.95%   |
|                                | Female | 6         | 1.86%   |
| Teachers                       | Male   | 21        | 6.50%   |
|                                | Female | 6         | 1.86%   |
| Disciplinary Committee Members | Male   | 2         | 0.62%   |
|                                | Female | 2         | 0.62%   |

In terms of the gender distribution of the respondents, the table given gives detailed information. of the 323 respondents, 270 were pupils; 125 were males, representing 38.70%, whereas 145 were females, representing 44.89%. The parents that participated were 22; 16 were males, representing 49% and 6 were females, representing 1.8%. Twenty-seven were teachers. of the twenty-seven teachers, 21 were males, representing 6.50%, while 6 were females, representing 1.86%. The other respondents were members of the disciplinary committee. Among these, 2 were males, giving us 0.62%, and the other 2 were females, representing 0.62%. Pupils were drawn from different grades, and parents were from the school's surrounding compounds.

#### Procedure

Data collection was done within the school premises and the surrounding compounds. The participants were given questionnaires except for the disciplinary committee members, who were interviewed face-to-face. The questionnaires comprised both closed and open-ended questions. The researcher used questionnaires and face-to-face interviews to collect the needed data. These were of great importance in collecting a large amount of information within the given period. An interview guide was used during the face-to-face interviews. The research gave questionnaires only to the respondents who were willing to provide the required data. In short, a survey design was used as a way to collect data.

### 4. Results and Discussion

Each category of the respondents gave their views on the factors influencing discipline among pupils in schools: Pupils gave their news; parents also gave theirs; the teachers and members of the disciplinary committee did the same. The factors were grouped as follows:

- (i) Home environment related factors.
- (ii) School environment related factors.

The respondents' views are presented as given below:

Table 4.2: Pupils' views on home environment-related factors contributing to indiscipline among themselves = 270 respondents.

| Home related factors             | Yes Response |         | No-Response |         |
|----------------------------------|--------------|---------|-------------|---------|
|                                  | Frequency    | Percent | Frequency   | Percent |
| Lack of financial support        | 205          | 76%     | 65          | 24%     |
| Peer pressure                    | 181          | 67%     | 89          | 33%     |
| Social media                     | 176          | 65%     | 94          | 35%     |
| Parental influence               | 136          | 50%     | 134         | 50%     |
| Lack of guidance and counselling | 87           | 32%     | 183         | 68%     |
| Total                            | 785          | 55%     | 565         | 45%     |

From the table (4.2) given above, the pupils' views indicate that home environment-related factors have a severe influence on the behaviour of the pupils in schools. The indication is that parents' lack of financial support for their children is the highest contributing factor. This was agreed by 205 pupils, representing 76%. The second contributing factor is peer pressure. The analysis shows that 181 (67%) pupils decided that this factor seriously affects the children's behaviour even when they are at school. According to 176 pupils, social media ranked third. This, in terms of percentage, gives us 65% of the 270 responses. Parental influence is another factor. This analysis shows that 136 (50) pupils out of 270 believed this factor impacts children's discipline in homes. According to the pupil respondents, the most minor factor is the lack of guidance and counselling. Only 87 (32%) considered this a factor contributing to indiscipline among children in homes and schools.

Table 3: Pupils' views on school environment-related factors contributing to indiscipline among the pupils = 270 respondents.

| School Environment-Related Factors  | Yes Response |         |
|-------------------------------------|--------------|---------|
|                                     | Frequency    | Percent |
| Peer influence                      | 185          | 72.2%   |
| Teachers' reporting late for school | 175          | 64.8%   |
| Teachers' laziness                  | 175          | 64.8%   |
| Lack of guidance                    | 150          | 55.6%   |
| Nature of punishment used           | 121          | 44.8%   |
| Teacher absenteeism                 | 121          | 44.8%   |
| Poor teacher – pupil relationship   | 117          | 43.3%   |
| Favouritism towards pupils          | 95           | 53.2%   |
| Total                               | 1.49         | 53.2%   |

Table 3 indicates the pupils' ranking of the school-related factors influencing discipline among pupils. As highlighted above, peer pressure takes the lead. One hundred and ninety-five pupils (72.2%) out of 270 gave a yes response on peer pressure being a factor influencing discipline among pupils themselves in schools. This factor is followed by teachers' late reporting for lessons and teachers' laziness toward their duties. A total of 175 (64.8%) pupils on each factor give yes responses. The pupils indicate that the negative behaviour pupils portray in school is a result of these two factors. The table further shows that a lack of guidance and counselling can also lead to disruptive behaviour. This is represented by 150 (55.6%) yes responses out of the 270 pupil respondents. One hundred and twenty (44.8%) out of the 270 total pupil respondents revealed the nature of punishment given to pupils as well as teacher absenteeism as factors that hurt the behaviour of the pupils. The last factors are poor teacher-pupil relationships and favouritism towards certain pupils by learners.

Table 4: Parents' views on factors contributing to school indiscipline = 22 respondents.

| Factors                                | Frequency |         |
|--|-----------|---------|
|  | Response  | Percent |
| Poor school administration             | 6         | 6.74%   |
| Teacher conduct                        | 5         | 5.62%   |
| Lack of guidance                       | 5         | 5.62%   |
| Poor pupil-teacher relationship        | 4         | 4.4%    |
| Lack of discipline due to human rights | 18        | 20.23%  |
| Harsh school rules                     | 3         | 3.37%   |
| Overcrowding in classrooms             | 7         | 7.87%   |
| Bully by senior pupils                 | 2         | 2.25%   |
| Peer pressure                          | 19        | 21.36%  |
| Drug abuse                             | 11        | 12.36%  |
| Social media                           | 9         | 10.11%  |
| Total                                  | 89        | 100%    |

As shown in Table 4 above, 22 parents participated in the research. Out of the 22, nineteen blamed peer pressure as the major contributing factor to discipline problems among pupils in schools. This represents 21.36% of the total number of parent respondents. Eight parents demonstrated that the human rights policy has a significant effect on the behaviour of pupils. This is represented by 20.22% of the responses given. Other identified factors were poor school administration, poor teacher conduct, lack of guidance and counselling, poor teacher-pupil relationships, harsh school rules and bullying by senior pupils.

Table 5: Shows teacher's views on factors contributing to indiscipline among pupils in schools = 27 respondents.

| Factors                              | Response | Percent |
|--------------------------------------|----------|---------|
| Peer pressure                        | 23       | 14.56%  |
| Lack of guidance and counselling     | 16       | 10.13%  |
| Teacher reporting late for classes   | 3        | 1.90%   |
| Human rights                         | 22       | 13.92%  |
| Teacher laziness                     | 2        | 1.27%   |
| Child upbringing                     | 23       | 14.56%  |
| Social media                         | 23       | 14.56%  |
| Teacher favouritism                  | 7        | 1.90%   |
| Teachers' absenteeism                | 4        | 4.43%   |
| Lack of financial support            | 13       | 8.23%   |
| Drug abuse                           | 23       | 13.29%  |
| Teachers falling in love with pupils | 2        | 1.27%   |

As indicated in the table above, 27 teachers participated in the research. Out of the 27, twenty-three on peer pressure, child upbringing, social media, human rights and drug abuse. The teachers revealed that these factors have negatively affected the behaviour of pupils at the school.

Table 6: Shows members of the disciplinary committee's views on factors contributing to indiscipline among pupils at Namwianga Secondary School = 4 respondents.

| Factors                             | Response | Percent |
|-------------------------------------|----------|---------|
| Peer pressure                       | 4        | 12.50%  |
| Lack of guidance and counselling    | 2        | 6.25%   |
| Teachers reporting late for classes | 1        | 3.13%   |
| Human rights                        | 4        | 12.50%  |
| Teachers' laziness                  | 1        | 3.13%   |
| Child upbringing                    | 4        | 12.50%  |
| Social media                        | 4        | 12.50%  |
| Teachers' absenteeism               | 1        | 3.13%   |
| Teachers' favouritism               | 3        | 9.38%   |
| Lack of financial support           | 4        | 12.50%  |
| Drug abuse                          | 4        | 12.50%  |

Four disciplinary committee members were interviewed on factors influencing discipline at the school. Their views are presented in the table above. The members concluded that peer pressure, human

rights, child upbringing, social media, lack of financial support and drug abuse are the leading factors that influence pupils' discipline at the school. Each of these factors is represented by 12.50% of the responses. The members indicated that the abolishment of corporal punishment made pupils misbehave. Because of being influenced by peer pressure and being protected by human rights, the pupils indulge themselves in vices such as dodging Kalomo town and some compounds surrounding the school. Home environment is said to negatively influence the behaviour of the learners at the school; when parents fail to support their children financially, they resort to stealing their friends' property.

### Suggestions from respondents

#### 1. Teachers' suggestions

- Give enough academic work to pupils.
- Guidance and counselling to be emphasized by the school authority.
- Form social clubs.

#### 2. Suggestions by pupils

- Provide more social activities.
- Equal treatment by all teachers.
- Guidance and counselling.

#### 3. Parents' suggestions

- School to punish offenders without hesitation.
- School authorities should work hand in hand with parents regarding their children's behaviour.

#### 4. Members of the disciplinary committee's suggestions.

- Parents to be more responsible in the upbringing of their children.
- Parents should give enough financial support to their children but should avoid giving them unnecessary things.
- Parents should work with school authorities to handle their children's problem behaviour.

Table 7: Ranking of the factors according to the information obtained from participants = 323 respondents

| <b>Factors</b>                      | <b>Frequency</b> | <b>Percent</b> |
|-------------------------------------|------------------|----------------|
| Lack of guidance and counselling    | 260/323          | 80.49%         |
| Lack of financial support           | 223/323          | 69%            |
| Social media                        | 212/323          | 65.63%         |
| Late reporting for work by teachers | 188/323          | 58.20%         |
| Teachers' laziness                  | 177/323          | 55.79%         |
| Peer pressure                       | 141/323          | 43.65%         |

### Home Environment-Related Factors

From the findings, it was discovered that home environment factors were leading in influencing pupils' behaviour. From a home environment point of view, it was observed that pupils were given more freedom to do what they wanted. In other words, they were left in free range to watch undesirable films. Furthermore, they had more time to play with friends. In turn, they copied habits from their friends and film actors.

Furthermore, in line with home environment factors, it was observed that most of the pupils lacked guidance from their parents and guardians. It was discovered that most parents didn't have time to advise their children. As the saying goes: "Charity begins at home," it was noted that the bad behaviour pupils portrayed was mainly a result of their background. Some pupils displayed unruly behaviour because of the punitive methods of discipline their parents used on them.

background. Some pupils displayed unruly behaviour because of the punitive methods of discipline their parents used on them.

According to the gathered data, the second leading factor was peer pressure. As shown in the table above,  $\frac{3}{4}$  of respondents indicated that pupil discipline problems resulted from peer pressure. Pupils exhibited inappropriate behaviour due to their friends' influence.

In short, the school was not doing enough to discipline the pupils. Pupils were not provided with enough academic work and social activity.

Another indication was that the school's discipline problems were a result of human rights policy. The respondents demonstrated that the removal of corporal punishment caused an increase in discipline problems among pupils. Pupils took advantage of the human right and started behaving however they felt.

The findings were discussed further and were backed by some literature review.

Million and Million (1974:196) have this to say:

*Essentially, it is found among adolescents seeking liberation from parental control and doing so by a vigorous attack upon established societal norms. When youngsters misbehave, they respond to their parents' pressures and expectations. It aims to cause public embarrassment and force them to lessen their demands.*

From the above standpoint point, it is evident that pupils exhibit indiscipline simply because they want to be released from the pressure exerted on them by their parents. Some parents are fond of exerting too much pressure on their children. Their language is even harsh, as are their actions in general. This could have been the Namwianga Christian Secondary School as well.

Still, under home environment-related factors, it was found that most of the pupils who misbehaved at the school lacked both financial and material support. When pupils were not given enough financial and material support, they stole other people's things and money.

Opposite to this factor is the factor based on too much support. When parents made their children used to having too much money, the result was nothing but indiscipline. It had been noted that pupils accustomed to having money always ended up stealing other people's money and material things when theirs finished.

As Myers (1990) emphasised, we live and grow about others, especially our families. We struggle to differentiate ourselves from our families but must also connect with them emotionally. Some problems arise from the tension between these tendencies.

It is evident from Myers' point of view that one of the causes of discipline problems among pupils at the mention was the tension they had in their minds. They did not have a sound relationship with their relatives. This was more common when children were not raised by their biological parents. This was quite evident at Namwianga Christian Secondary School. Most of the pupils that were brought up by relatives portrayed problem behaviour. In line with this, the head teacher revealed in an interview that 10 out of the pupils who were given forced transfers were those who were brought up by relatives.

Another home-related factor discovered was the use of cell phones. The research revealed that most of the pupils involved in discipline cases came with cell phones from their homes. Such pupils were able to communicate with their peers who supplied them with beer and other drugs. Furthermore, they were able to communicate with other pupils of the opposite sex at night so that they could have sex. Hence, there was an increase in unwanted pregnancies and sexually transmitted diseases. According to the head teacher's report during the Annual General Meeting, three girls got pregnant in 2011 term three.

#### School Environment-Related Factors

The research also revealed that the school environment-related factors contributed to discipline problems. It was discovered that teachers themselves caused discipline among pupils. Most discipline cases that occurred in classrooms were a result of teachers' poor planning of their lessons. When a



teacher fails to motivate the pupils, discipline problems arise. Some teachers could not feed their pupils to complete activities; as a result, pupils became bored and did things contrary to classroom rules. Another factor revealed by the research was teachers' methods of punishing pupils. It was noted that some teachers failed to handle pupils' problem behaviour; they failed to find suitable punishments. In line with this, Hendrikz (1986:140) has this to say:

*More drastic punishment, such as severe deprivation of liberty or much-enjoyed activities, isolation of the individual, parading the culprit and his sins before the school or where it is still permitted. corporal punishment is very rarely a long-term cure and is more likely to do more harm than good.*

From Hendrikz's standpoint, it is evident that teachers at the school under discussion triggered more discipline problems because they failed to find better ways of dealing with pupils' problem behaviour. In short, they were unable to develop pupils' moral aspects.

The research revealed yet another school-related factor. That is the teachers' social scale. Some teachers thought that children from higher social and economic classes were difficult to handle, argumentative and lacking a suitable manner. Therefore, they were sometimes nervous of parents of such children because of their greater confidence and influence. Such an attitude contributed to discipline cases among pupils from high-class families. They felt they were untouchables.

There is yet another school environment-related factor divulged by the research, and that was the school's failure to provide extra extracurricular activities. It was indicated that the school was not giving social activities; for this reason, the pupils' discipline cases were rampant. This is the last factor discovered under the school environment-related factors.

#### Government Policy Related Factors

It was observed that cases of discipline among pupils in the school had significantly increased due to the government's great emphasis on human rights. After the abolishment of corporal punishment by the MMD Government, cases of discipline doubled in schools. This was the case at Namwianga Christian Secondary School as well. Pupils portrayed unruly behaviour deliberately, for they knew they were protected by the human rights policy.

#### Peer Related Factors

The research also brought to the surface peer-related factors as another source of indiscipline among learners at the school. That is, many pupils were forced to misbehave by their friends. As such, they failed to withstand the pressure. They feared being thrown out of their groups.

### **5. Conclusions**

The study discovered that the main factors influencing discipline among pupils were home environment, school environment, human rights policy and peer pressure. From a home environment point of view, the conclusion was that when pupils were at home, they were not given parental guidance; most of the parents were spending much time at their workplaces. They had no time to sit and guide their children on how to behave. As a result, children were controlled by what they saw on television and by friends. In turn, they also developed undesirable behaviour, which they portrayed at school.

From the school environment's point of view, the conclusion was that lack of entertainment and other social activities caused pupils to behave undesirably. Pupils ended up dodging to places where social amenities were found. It was also discovered that teachers' poor lesson and discipline planning negatively influenced pupils' behaviour. The research revealed that teachers' failure in teaching negatively influenced pupils' class behaviour. It was discovered that when pupils were fully involved in learning and social activities, they had no room to misbehave. On the contrary, where lessons were not well delivered, pupils had enough room to misbehave.

Another conclusion from the research was that the government's policy on human rights negatively influenced pupils' discipline. It was discovered that pupils took advantage of the removal of corporal punishment. They behaved in any way they wanted because they felt they were untouchables. They felt that they were fully protected by the human policy. As a result, they had no regard for teachers.

Another conclusion drawn from the research was that pupils' discipline problems were as a result of peer pressure. In each school, pupils formed groups. As such, every member in the group had to behave by the norms of the group. If the whole group were of bad influence, the behaviour of every member would be bad; all in all, the home environment, school environment, human rights policy and peer-related factors had a negative influence on the behaviour of pupils not only at Namwianga Christian Secondary School but also in other schools in Zambia.

### **Recommendations**

Following the intensive study which was undertaken to find the root causes of discipline problems among pupils at Namwianga Christian Secondary School of Kalomo District, the researcher made the following recommendations:

1. Teachers and parents should share ideas on how they could help instil discipline in pupils. Such programmes should be conducted regularly. In other words, there was a need for both teachers and parents to work hand in hand in developing the moral aspect of the pupils.
2. Teachers must be trained by the government through seminars in guidance and counselling. This would help them acquire proper skills in handling pupils' problem behaviours. They would be able to reinforce pupils' good behaviour.
3. Furthermore, there was a need for teachers to make themselves aware of their hidden attitudes towards and expectations from the entire social and cultural range of their pupils. Teachers should be confident in themselves in all spheres of life.
4. Teachers should not ignore indiscipline. They must take a keen interest in curbing it.
5. The M.O.E should come up with programmes that would make pupils busy at all times. For instance, the priority should be supplying sports equipment to schools, building structures for practical subjects such as industrial arts to enhance life skills, and building new sporting facilities.
6. Teachers should also introduce clubs in schools such as drama, scripture
7. Unions and ant - AIDS. These would help a great deal in the development of the moral aspect of pupils' behaviour.
8. The government should come up with deliberate programmes where pupils.
9. There is a need to sensitise pupils on their rights and how they are abusing them.
10. Parents should find time to sit and guide their children. They should not leave everything in the hands of teachers.

11. Parents should balance their financial and material support to their children. Both under-giving and over-giving of support to children were problems. They caused indiscipline among pupils in schools
  
12. A recommendation was made from the above viewpoint that parents should not just keep quiet and watch their children do wrong things. They should correct the wrong and point out the consequences. Children brought up through this kind of parenting became uncontrollable, even at school.
  
13. Finally, we needed to maintain our culture in how discipline cases were handled. Both teachers and parents should remember that an African child should be handled in an African way. If both parents and teachers worked hand in hand in moulding the pupils' behaviour, cases of indiscipline would lessen and the academic performance would be high.

The study's findings indicate that several factors influenced discipline at this school. These include home and school environment factors. The findings underscore many ways in which discipline can be maintained, not only at this school but at other schools in Zambia. Creating social bonds between parents and children, and between teachers and pupils, will help to maintain discipline in schools.

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