



UNIVERSITY of LUSAKA

Passion for Quality Education: Our Driving Force

SCHOOL OF LAW

**AN APPRAISAL OF SCHOOL RULES FROM SELECTED PRIMARY AND
SECONDARY SCHOOLS IN NDOLA DISTRICT COPPERBELT**

By

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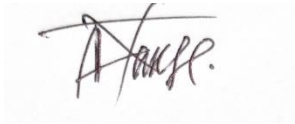
**An obligatory essay submitted to the University of Lusaka in partial fulfillment of
the requirements for the award of the Bachelor of Laws (LLB) Degree**

2025

DECLARATION

I, **NATWANGE NKONDE MAMBWE**, do hereby declare that this dissertation titled “**AN APPRAISAL OF SCHOOL RULES IN SELECTED PRIMARY AND SECONDARY SCHOOLS IN NDOLA DISTRICT COPPERBELT**” which is hereby submitted to the University of Lusaka School of Law in partail fulfillemnt of the requirements for the award of the degree of Bachelor of Laws (LLB) is my original work and has, to the best of my knowledge not yet been presented for any academic purposes in Zambia or elsewhere. Where the works of other people have been utilised in this study the persons and sources of information have been duly acknowledged. I hereby declare that I have taken the time and liberty to read and understand the regulations governing the submission of the Bachelor of Laws (LLB) degree dissertation including those pertaining to length and plagiarism as contained in the rules of the University and that this dissertation duly conforms to those regulations.

Signature:



Date:20/11/ 2025.....

SUPERVISOR’S RECOMMENDATION

I, **DR KAPAMBWE LUMBWE**, do hereby recommend that this dissertation under my supervision by **NATWANGE NKONDE MAMBWE** titled “**AN APPRAISAL OF SCHOOL RULES IN SELECTED PRIMARY AND SECONDARY SCHOOLS IN NDOLA DISTRICT COPPERBELT.**” be accepted for examination. I have checked it carefully and I am satisfied that it fulfills the requirements relating to the format laid down in the regulations governing the research.

Supervisor: **Dr Kapambwe Lumbwe**

Signature:.....

Date:.....

DEDICATION

This dissertation is dedicated to my dear family. To my parents Alex Nkonde Mambwe & Beatrice Nkomeni Mambwe. To my siblings; Philip Nkonde, Nkomeni Nkonde, Joyce Zimba Chibesa and my little sister Nkumbu Nkonde. Thank you all for continuously believing in me, for the out pouring sacrifices you make in order for this journey to be possible. Most importantly your love, encouragement and prayers have surely kept me afloat throughout this process, I'm eternally grateful.

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PHILIPPIANS 1:6 Being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.

TABLE OF CONTENTS

DECLARATION.....	II
SUPERVISOR'S RECOMMENDATION.....	III
DEDICATION.....	IV
ACKNOWLEDGMENTS.....	V
TABLE OF CONTENTS.....	VI
TABLE OF STATUTES.....	VII
ABSTRACT.....	VIII

CHAPTER ONE

1.0 Introduction.....	1
1.1 Background of study.....	2
1.2 Statement of the problem.....	2
1.3 Research Objectives.....	3
1.4 Research Questions.....	3
1.5 Significance of the study.....	4
1.6 Scope of the study.....	5
1.7 Definition of key terms & acronyms.....	6
1.8 Literature Review.....	7
1.9 Theoretical Framework.....	9
1.10 Conceptual Framework.....	10
2.0 Methodology.....	11
2.0.1 Research Approach.....	11
2.0.2 Research Design.....	11
2.0.3 Research Type.....	12
2.0.4 Study Population.....	13
2.0.5 Sample Size.....	13
2.0.6 Sample Techniques.....	13
2.0.7 Data Collection	13
2.0.8 Data Analysis.....	13
2.0.9 Ethical Considerations.....	14

CHAPTER TWO: THE HISTORICAL DEVELOPMENT OF CORPORAL PUNISHMENT AND LEGAL PHYLOSOPHY ON THEORIES OF DISCIPLINE

2.1 Introduction.....	15
2.1.1 Historical development of corporal punishments.....	16
2.2 Understanding Discipline and punishment.....	17
2.3 Ivan Pavlov Theory of Classical Conditioning and associative learning.....	20

2.4 Application of the classical Conditioning theory to the classroom environment.....	21
2.5 B.F Skinner's theory of personality.....	21
2.6 The Cognitive Development theory of Vygotsky.....	22
2.7 Social Control Theory.....	23
2.8 Summary of Chapter.....	23

CHAPTER THREE: THE EXAMINATION OF THE FORMULATION AND IMPLEMENTATION OF SCHOOL RULES AND CODES OF CONDUCT IN SELECTED PRIMARY AND SECONDARY SCHOOLS IN NDOLA DISTRICT

3.0 Introduction.....	25
3.1 Demographic Characteristics of the participants.....	27
3.2 Findings from one on one interviews with Pupils.....	28
3.3 Interpretations of Findings.....	29
3.4 Findings from Interviews with Teachers.....	31
3.5 Interpretation of Findings.....	33
3.6 Findings from Individuals Interviews with Administrators.....	34
3.7 Interpretation of Findings.....	35
3.8 Findings from the Individuals interviews with Parents.....	36
3.9 Interpretation of findings.....	38
3.10 Summary of Chapter.....	40

CHAPTER FOUR

4.0 The Challenges faced in the management of pupil Indiscipline in Schools.....	41
4.1 An analysis of the school rules provided by the Selected primary and Secondary Schools.....	43
4.2 Summary of Chapter.....	44

CHAPTER FIVE

5.0 Summary of Chapter and Recommendations.....	45
5.1 Chapter One.....	45
5.2 Chapter Two	46
5.3 Chapter Three	47
5.4 Chapter Four	47
5.5 Recommendations	48
List of References	52

Appendices.....	53
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List of Appendices

Appendix A Introductory letter.....	53
Appendix B Kansenshi primary school rules.....	54-57
Appendix C Twatasha primary school rules.....	58
Appendix D Lubuto secondary school rules.....	59-61
Appendix E Chifubu secondary school rules.....	62
Appendix F List of questions for stakeholders.....	63-64
Appendix G Plagairism similarity report.....	65
Appendix H Clearance form.....	66-67

List of figures

Figure 1 Conceptual Framework.....	11
Figure 2 Gender distribution of participants.....	26

List of Tables

Table 1	How were the school rules Communicated to you?
Table 2	What kind of punishments are given to those who break the rules?
Tables 3 and 4	Have you ever been before a disciplinary committee?
Table 5	Do you think the discipline in your school if fair and effective?
Table 6	How often are these school rules changed/ revised?
Table 7	Who is responsible for the formulation of these school rules?
Table 8	Do the school codes of conduct clearly state what offences are not allowed and what punishments will be given for failure to comply?
Table 9	Are the principles used in the carying out of disciplinary measures related to positive or negative reinforcement?

ABSTRACT

This thesis was premised on the investigation of the formulation, interpretation and enforcement of school rules in selected primary and secondary schools in Ndola District of the Copperbelt Province, within the framework of the Education Act No. 23 of 2011. this study renders an account of the increasingly complex management of pupil discipline in Zambian schools. Following the abolition of corporal punishment, it was observed that the Act provides limited guidance on the formulation and implementation of disciplinary procedures, which has resulted in inconsistencies and ineffective management of discipline. The aim of this study was to conduct an appraisal of school rules in selected primary and secondary schools in Ndola District Copperbelt.

To address these challenges, the study adopted a qualitative research approach based on phenomenological design with data utilised emanating from one on one interviews with concerned stakeholders. The study was modelled on a phenomenological design in order to capture the lived experiences and perspectives of teachers, pupils and parents on the application and understanding of school rules.

The major findings of the study revealed that while the abolition of corporal punishment was a progressive step toward rights based education, its effectiveness has been weakened by the absence of a standard disciplinary framework. The study concludes by emphasising the need for a coherent, legally grounded and participatory approach to the formulation and enforcement of school rules to promote fairness, accountability and positive pupil behaviour in Zambian schools.

CHAPTER 1

1.0 INTRODUCTION

Rules are the backbone of institutional life. In schools, they are designed to ensure safety, promote discipline and create an environment conducive for learning. Yet, behind every rule lies a critical question: Whose interests does it serve and at what cost? As education systems evolve, so too must the existing frameworks on the formulation, interpretation and implementation of school rules that govern them. It is important to acknowledge that school rules are not mere administrative tools but they are legal, ethical and social instruments that must reflect democratic values, human dignity and the rights of every pupil. This dissertation seeks to investigate the processes by which school rules are made and implemented within schools, while also analysing their compliance with human rights standards and educational law. While schools are granted authority to maintain order, that authority is not absolute. It is bound by the national constitution, educational policies. When school rules conflict with these legal and ethical standards, whether through vague language, arbitrary implementation or disciplinary impact, the consequences can be profound. This study aims to uncover not only how school rules are formulated, interpreted and implemented, but also how these rules impact the pupils. Despite the wide range of definitions, the common goal of discipline in primary and secondary schools remains the same: to shape behavior that supports learning and promotes positive social values. As stated by Fullan, it is not possible to teach and learn in an environment that is disorderly, disruptive and unsafe.¹

1.1 BACKGROUND OF THE PROBLEM

The Republic of Zambia is governed by laws vested in the constitution. It is from the constitution that laws are formulated in order to govern the country including certain organizations. One of these organizations is the Ministry of Education (MoE), which is then governed by the Education Act of 2011, which will therefore be the main focus of

¹ Fullan, M. (1991). *The New Meaning of Educational Change*. New York: Teachers College Press.

this study. However, it is important to state the historical background of Education in Zambia which will predominantly be based on the legal frameworks and issues that are based on the Formulation, Interpretation and Implementation of school rules. Education which has to do with the imparting of knowledge and skills in a learner is an instrument for personal and national development, (Ministry of Education, 1977). At any level, education is expected to influence behaviour of those who experience it. According to Ministry of Education (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 on personal and national development. The Education Act of 1966 spelled out the guidelines on the function of school administration boards although it did not provide details as to what sort of punishment should be administered for corresponding offences. Considering the previous state of affairs, during the colonial times, this could be considered as a step in the right direction. The period from 1966 to 2011 provided for experimentation by the Ministry of Education and considerations for improved school discipline, and societal discipline by extension, was a priority for the Ministry of Education. This is evident in the development of the Education Reforms of 1977 and subsequently educating our Future of 1991. Discussions and considerations inherent in these policy documents signify that challenges in dealing with school discipline were identified and that there was need to find means and ways of preventing deviant behaviour, and at the same time improve on administration and management of school discipline in selected primary and secondary schools in Ndola.

1.2 STATEMENT OF THE PROBLEM

The management of pupil discipline in Zambian schools has increasingly become a complex and pressing issue, particularly following the legal abolition of corporal punishment. While the Education Act No 23 of 2011 remains the principal piece of legislation guiding the operation of schools, it falls short in providing explicit and comprehensive provisions regarding the formulation, standardization, interpretation, and implementation of school rules and disciplinary procedures. In both primary and secondary schools, this legislative gap has created a vacuum in how school rules are to be developed and enforced, resulting in considerable inconsistency and subjectivity across schools. The Act gives broad powers to Education Boards to establish codes of conduct in consultation with stakeholders such as pupils, teachers and parents. However, in practice these consultations rarely occur and many schools continue to rely on outdated poorly formulated or unclear codes of conduct. These codes of conduct often lack specificity in terms of offenses and corresponding punishments and are not supported by procedural guidelines for conducting disciplinary hearings or appeals. Consequently, teachers and school administrators are left to exercise individual discretion in managing pupil behavior often leading to arbitrary or excessively punitive disciplinary measures. This lack of guidance has contributed to a growing perception among learners that they are beyond accountability, leading to a significant rise in disruptive behaviors such as drug use, vandalism, bullying, sexual misconduct and even violent outbursts towards their teachers. These behaviors have been reported with increasing frequency in government schools, particularly in urban districts like Ndola in the Copperbelt Province. Therefore there is a critical need to investigate how school rules are formulated, interpreted and enforced in selected primary and secondary schools as well as to evaluate the implications of the current legal and administrative gaps on pupils behavior and school management. The study further seeks to explore viable, child-centered disciplinary approaches that align with both legal mandates and the educational goals of nurturing responsible and respectful pupils.

1.3 RESEARCH OBJECTIVES

1. To analyse the historical development of corporal punishment and the legal philosophy on theories of discipline.
2. To examine the formulation and implementation of school rules and codes of conduct in selected primary and secondary schools in Ndola District.
3. To identify challenges and propose viable, standard rights-based strategies for improving the management of pupil discipline within the existing legal and policy framework.

1.4 RESEARCH QUESTIONS

1. How are school rules and codes of conduct formulated and implemented in selected primary and secondary schools in Ndola. And what factors influence their effectiveness?
2. What alternative disciplinary approaches have been adopted since the abolition of corporal punishment and how effective are they in maintaining pupil discipline within legal and policy frameworks?
3. What challenges do school administrators and teachers face in managing pupil discipline and what rights-based strategies can be proposed to improve disciplinary measures within the legal and policy framework?

1.5 SIGNIFICANCE OF THE STUDY

This study is necessitated by the numerous challenges arising from ambiguities within the current Education Act of 2011, particularly those that affect the formulation of school rules and administration of discipline in schools. Questions that arise about discipline are contentious especially with regard to who decides what constitutes as indiscipline. The study will examine how disciplinary measures and punishments are implemented in cases of non-compliance and assess whether these approaches are aligned with legal and educational best practices as well as human rights. In addition to addressing these

concerns, the study will contribute to existing body of literature on education law and how the law will align with educational principles of correcting behaviour. Studies by several scholars, particularly including those conducted by Zulu and Fumbauta, indicate that there are recognized challenges regarding the formulation, interpretation and implementation of school rules in secondary and primary schools in Zambia. In these studies, among others, the identified drawback is the ambiguity in the governing legislation the Education Act of 2011 and the misinterpretation of the provisions by school management teams comprising Education Boards, Heads Teachers, Deputy Head Teachers, Senior Teachers, Heads of Departments and Disciplinary Committee Members.

The purpose of this study is to conduct an appraisal of the existing school rules in selected primary and secondary schools in Ndola District. This study will also serve as a foundation for further academic research in the field of education Law supporting ongoing efforts to improve the legal framework governing school discipline and management. Further this research will critically emphasise the role of schools as institutions that promote high moral standards while nurturing a sense of personal responsibility among pupils. It will also acknowledge that the broader responsibility for raising disciplined individuals extends beyond the school environment, parents and wider community play a role in shaping the character and behaviour of young people complementing the efforts of educational institutions.

1.6 SCOPE OF THE STUDY

The geographical location is Ndola District in the Copperbelt Province and the selected schools include: Kansenshi Primary School, Masala Primary School, Chifubu Secondary School as well as Lubuto Secondary School. The study will focus on a critical Appraisal of the formulation, interpretation and application of School Rules in selected primary and secondary schools.

1.7 DEFINITION OF KEY TERMS & ACRONYMS

Constitution	The supreme law of the Republic of Zambia and any other written law, customary law or customary practice that is inconsistent with the provisions of the constitution will be null and void. it is of great significance for every facet of the Zambian society, including the educational sphere.
Discipline	is about positive behaviour management aimed at promoting appropriate behaviour and developing in learners self- discipline and self-control
Education Act No 23 of 2011	Legislation that establishes rules for co-existence, order and interpersonal relationships in schools
Education	The full development of an individual's judgment, personality, talents, mental and physical ability (Education Act 2011: 428)
Punishment	is a penalty or corrective measure inflicted on a learner who transgressed a school rule and is guilty of misconduct (Joubert, 2008: 32)
School rules	A written statement of rules and principles that apply to a specific group of people like professionals or learners within a school (Joubert, 2008:30)

ACRONYMS

DC	Disciplinary committee
DEBS	District Education Board Secretary
EB	Education Board

MOE

Ministry of Education

PTC

Parents Teachers Committee (formally Parents
Teachers Association)

1.8 LITERATURE REVIEW

Education systems in Zambia rely on structured governance to maintain discipline, ensure quality and uphold core values within schools. In Zambia, this responsibility is rooted in the Education Act of 2011, which draws its authority from the nation's Constitution. The Act entrusts school boards with a critical role of shaping, administering and interpreting school rules, ensuring they reflect both legal standards and educational goals.

The underlying disciplinary issues affecting pupils in the selected Primary and secondary schools in Ndola. The role of management in effecting learner discipline as well as Head teachers, teachers and pupils' views on handling learner disciplinary matters. According to Creswell, the purpose of reviewing studies in an introduction is to justify the importance of the study and to create distinctions between possible past studies and this one.² Therefore according to "setting the research problem within the ongoing dialogue in the literature; furthermore, as a new study, add to the literature or to extend or retest what others have investigated. Relevant literature on discipline management was reviewed in order to integrate, be critical, and build bridges across the key themes and issues arising from objectives of this study. In Zambia, Mwanakatwe has pointed out that discipline is one area in which the development of education has followed an unworthy path since independence.³ Secondary Schools in different parts of Zambia have encountered numerous acts of

² Creswell, J.W. (2014) Research design: qualitative, quantitative and mixed approaches 4th ed. London: Sage Publications.

³ Mwanakatwe, J.M (1974), The Growth of Education in Zambia since independence. Oxford University press.

pupil indiscipline. It is important to mention that some adults see children as essentially notorious while others view them as innocent and attribute any wrong doing to genetic heredity or a poor environment as stated by Clarizio. What counts as indiscipline is highly dependent on a particular context and its interpretation can hardly ever be free of value biasness. This is so because what counts as misbehavior to a set of teachers and headteachers may not be viewed the same way by another set of teachers and head teachers. However, Clarizio makes it clear that certain principles of children's behaviour have a universal acceptance by all adults; for instance, the need to be respectful to elderly people, This makes it possible for a school, through its head teacher or other appointed people, caution pupils to stay away from all misbehavior.⁴

Temitayo stated in the research on the management of disciplinary problems in secondary schools, points out that the environment is a cause of disciplinary problems as it determines the behaviour of an individual in all aspects.⁵ Mumthas adds on in the study of student and teacher perception of disciplinary practices, types, reasons, consequences and alternatives, pointing out that, the destroying of school property, misbehavior at the times of activities such as interschool activities are some of the underlying disciplinary issues in class though it does not specify the level of students with such behaviours as such are generalized.⁶

According to Lyamba in the study on the relationship between home and environment and indiscipline among pupils displayed that, the common forms of indiscipline included fighting, disrespect to teachers, lateness for class, truancy and noise making. Promiscuity, vandalism, stealing, alcohol/drug abuse, insulting and misuse of cell phones were less common as this study was based on primary schools. Lyamba adds

⁴ Clarizo, H.F. (1971), 'The Student, the Teacher and School Discipline', in K. Larson (Ed.), School Discipline in an Age of Rebellion. New York: Parker Publishing Company Inc.

⁵ Temitayo O. etal (2013) Global Journal of Human Social Science Linguistics and education. Management of Disciplinary Problems in secondary Schools: Jalingo Metropolis Focus: vol.13: 14 USA: Double Blind Peer Reviewed Journal.

⁶ Mumthas, N.S. Jouhar, M. and Abdul G. (2014) Student and Teacher Perception of Disciplinary Practices: Types, Reasons, Consequences and Alternatives. Guru journal of Behavioral and social sciences. vol 2(4): Kerala: department of education, university of Calcutta.

on that, home related factors were major causes of indiscipline, peer pressure, community influence, lack of positive role models, government policies such as the re-entry policy and human rights activism, drug abuse, ignorance of school rules and classroom management by the school managers, teachers and pupils.⁷ In line with Tarman's view, the study on discipline or classroom management, points out that demographic changes such as double parent employment which deters pupils contacts with their parents as parents relegate responsibility to teachers. Such is a cause of indiscipline in schools due to less home guidance in pupils from the parents.⁸

It is also important to note that teacher quality promotes learner achievement as stated by Nakukanya.⁹ In fact, Mulenga and Mwanza and Mulenga and Luangala clearly elaborated that 'teachers are the most critical resource in the provision of any formal education anywhere in the world'. Teacher quality entails upholding both academic and professional integrity in educational service delivery to the public.¹⁰ Some teachers however, engage in professional misconduct despite being well trained and inducted into how they are expected to conduct themselves professionally in the execution of their duties. This can be seen as an example of how teachers may indirectly play a role as agents of pupil indiscipline. If the proliferation of professional misconduct among teachers is left unchecked, the provision of quality education to produce well qualified and responsible future adults from the young of today may remain a mere pipe dream in

⁷ Lyamba, B. (2013) Relationship between Home Environment and Indiscipline Among Pupils in Selected Primary Schools in Mongu District. M.Ed. Thesis: Lusaka: University of Zambia.

⁸ Tarman, B. (2016) Discipline or classroom management. *Journal of learning and teaching in digital age*. vol 1(2,37-44).

⁹ Nabukenya, M. (2010) Influence of Teacher's Professionalism on Teacher 58 Performance in Busiro County Secondary Schools, Wakiso District, Unpublished Masters Dissertation Makerere University, Uganda.

¹⁰ Mulenga, I. M. and Mwanza, C. (2019). Teacher's Voices Crying in the School Wilderness: Involvement of Secondary School Teachers in Curriculum Development in Zambia. *Journal of Curriculum and Teaching*, 8 (1), 32-39. <https://doi.org/10.5430/jct.v8n1p32>

Mulenga, I.M., and Luangala, J. R. (2015). Curriculum Design in Contemporary Teacher Education: What makes Job Analysis a vital preliminary ingredient? *International Journal of Humanities Social Sciences and Education*, 2(1), 39-51.

Zambia. In addition, Kleyn and Viljoen in their studies of education law, indicate that law consist of a variety of rules regulating human behaviour prescribed by government or any other form of authority dictating suitable and correct conduct in society. That is why within education and particularly regarding management of school discipline, it is important that administrator's or managers have capacity to apply school rules based on standard set principles with the objective to regulate proper human conduct.¹¹

This research is different from the above works in that it is focused more on the formulation as well as the interpretation of school rules and their application in selected Primary and Secondary Schools in Ndola District. In view of this, this research shall go a step further to interrogate the School rule making *process* and examine the propriety of the formulation and whether it can be deemed as a buffer for morality in the modern day Education system.

1.9 THEORETICAL FRAMEWORK

The theoretical framework postulated by these scholars rests in the realisation that the essence of education law is situated in the concept of *geborgenheit* a German word referring to security or safety or a place of security and safety.¹² Furthermore, security must be interpreted in the widest context and implies institution of a secure environment for the individual and the group within which all interested parties can participate in a harmonious way in the educational task.

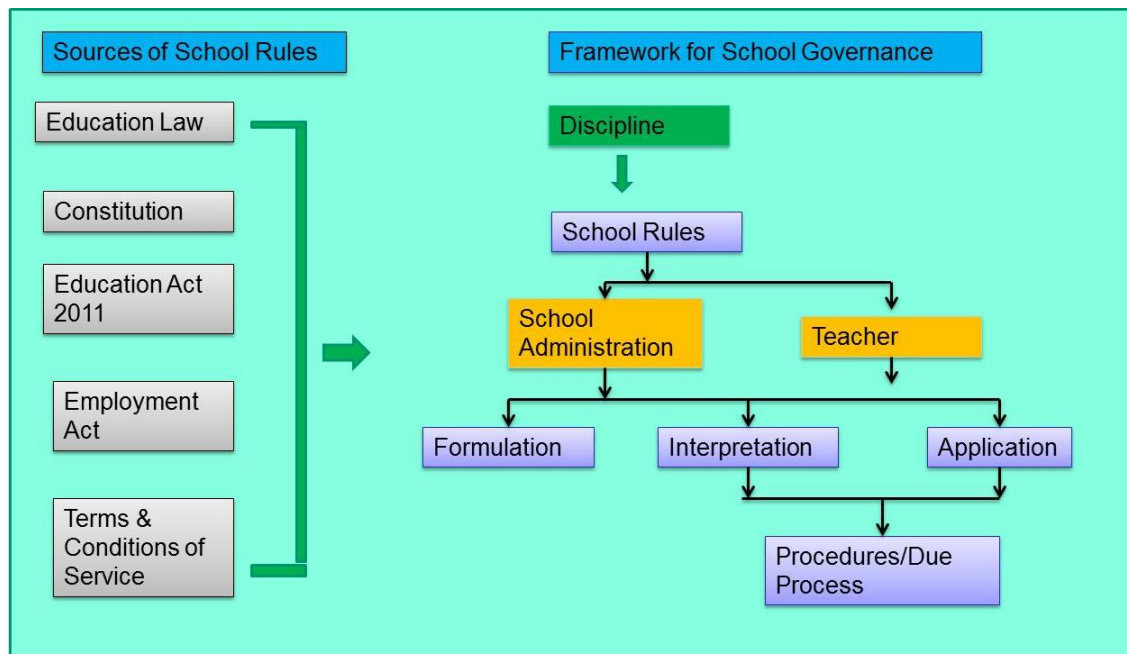
1.10 CONCEPTUAL FRAMEWORK

Independent variables

Dependent Variables

¹¹ Kleyn, D. and Viljoen, F. (1998). *Beginnergids vir Regstudente*. English Translation. Kenwyn: Juta.

¹² Oxford German Dictionary, 2005: 721; Betteridge, 1978: 242.



Source: Nomagugu Zulu¹³

This study's conceptual framework is founded on: a) the theoretical framework based on geborgenheit; b) principles and practices of Education; and c) Education Law. An amalgamation of the three areas of operation provides guidelines for state, school, parental and community functions in application of legal provisions in administering school discipline.

2.0 RESEARCH METHODOLOGY

2.0.1 RESEARCH APPROACH

This study will adopt the qualitative research approach as it allows for investigating the existing school rules in selected primary and secondary schools in Ndola district. According to Creswell, qualitative research approach is favoured because it will enable for the participants to present their views and opinions regarding the interpretation of schools rules.

¹³ Nomagugu Zulu, 2017, Unpublished Master's Degree Dissertation, University of Lusaka.

The qualitative approach has been selected for this study as it formed the foundation of interaction between the researcher and the research subjects of varying levels by: age; gender; social/ economic/cultural status; and experience.¹⁴

2.0.2 RESEARCH DESIGN

This study will utilise phenomenological design. This design has been adopted mainly because it allowed for the involvement of collecting lived experiences from individuals who were expected to describe their views on the school rules and how they are administered in schools and furthermore, these lived experiences will then be used for the appraisal of existing school rules. Phenomenological design is favoured mostly because it: (a) offers a platform from which to focus on the legal and educational contexts of school activities; and (b) allow the researcher 'to understand people - the educators, the learners and the parents in terms of their own definition of the world'¹⁵, which by extension influences the way they view the school as a social community and how it in turn interacts and exists within the general community in which it is found.

2.0.3 RESEARCH TYPE

The study will adopt a descriptive approach with a comparative element between schools at primary level to those at secondary school level.

2.0.4 STUDY POPULATION

The study population will be drawn from the sum-total of participants from all the selected primary and secondary schools totaling up to _____. This population will comprise research participants drawn from selected primary and secondary schools in Ndola District to include: _____. The stratification of research participants will include: school administrators (Heads Teachers and Deputy Head Teachers), educators, learners and parents. Furthermore, specially selected officials from the

¹⁴ Johnson, 1994; Dawson, 2013; Creswell, 2014; Yin 2016.

¹⁵ Mouton 2001: 194.

Ministry of Education District Education Board Secretary's (DEBS) office will be included in order to yield a policy maker's perspective.

2.0.5 SAMPLE SIZE

Although the study population is as such the sample will only include thirty (30) people drawn from the selected primary and secondary schools in Ndola District and specifically the following designations: schools administration (Heads Teachers and Deputy Head Teachers), educators, learners and parents, as well as specially selected officers from the DEBS office.

2.0.6 SAMPLING TECHNIQUES

Selection of administrators will be purposefully conducted as there will not be much of an option since they all needed to be included. However, selected of educators, learners and parents will be conducted by means of simple random sampling. Simple random sampling will also be employed as it affords an equal chance for selection for all the research participants from the population.¹⁶

2.0.7 DATA COLLECTION

Data will be collected by utilising qualitative semi- structured interviews on a one-on-one basis for school administrators, educators and parents which emphasises the interpretations of legal connotations within the school environment, the active participation of the interviewer and the importance of giving the interviewee voice'.¹⁷

2.0.8 DATA ANALYSIS

Data from interviews will be analysed using interpretive Phenomenological Analysis (IPA) by transcribing, categorising and coding for comparison, looking for variations and nuances in meaning and connections between themes.¹⁸ During the process of coding

¹⁶ J Creswell, 2014; R. Yin, 2016.

¹⁷ Rubin & Rubin, 1995.

¹⁸ Rubin & Rubin 1995.

memos which contain the products of the actual coding, theoretical sensitising and summarising notes will be recorded, In addition, journal entries documenting what is happening in the process of analysis will be maintained.¹⁹

2.0.9 ETHICAL CONSIDERATIONS

In order to conduct this study permission will be sought from the School of Law of the University of Lusaka and a letter of introduction of various research institutions will be obtained. Permission²⁰ will be sought from the Ministry of Education provincial office and by extension this implies requesting permission from the selected schools. Consent will be obtained from the parents of the learners through a consent form that will be provided to each learner through the Head teacher of that particular school before commencement of fieldwork.

¹⁹ Miles & Huberman 1994:50-87 ; Richards 1995; Babbie & Mouton 2001.

²⁰ Examples of permission and consent forms used for this study are presented in appendices at the end of this dissertation.

CHAPTER 2

THE HISTORICAL DEVELOPMENT OF CORPORAL PUNISHMENT AND LEGAL PHYLOSOPHY ON THEORIES OF DISCIPLINE

2.1 INTRODUCTION

The main objective of this chapter is to give an account on the history of Corporal punishment before it was abolished. In line with the aforementioned objective this study will also discuss the concept of punishment and discipline as well as a subsequent understanding of behaviour through Classical conditioning and negative and positive reinforcement and how it relates to the school environment and the behavioral patterns of pupils in primary and secondary schools. This chapter will further give context of the social control theory and its efforts to promote positive behaviour

2.1.1 Historical development of corporal punishment

According to Lambert and his study on corporal punishment also known as physical punishment was one of the oldest and most common disciplinary methods that was used and still being used in certain societies. It can take the form of “ hitting the child with the hand or with an object (such as a cane, belt, whip and shoe.) kicking, shaking, pinching or pulling their hair, forcing a child to do excessive physical exercise, burning or scarring the child”, This is observed by Soneson.²¹ In schools, corporal punishment was administered on pupils by the Head teacher or a senior teacher given authority to do so. Lambert further posits that, for thousands of years teachers used it as a form of punishment in response to a child’s unacceptable behaviour and inappropriate language until the late 20th century.

In 1966 the government of Zambia came up the Education Act of 1966 which stipulated that “ corporal punishment as it applied to the beating of children was permissible but could only be applied by the head of school or by one designated member of staff to do

²¹ Soneson, U (2005).

so". During this period, corporal punishment was extensively used in schools because teachers and parents thought it was a quick and possible method to discipline pupils. Furthermore, teachers were regarded as parents at the school, hence they acted in loco- parentis (as parents) within the school and used corporal punishment to discipline pupils. By that time, teachers had authority over pupils and discipline was highly maintained in schools and teachers were equally respected. Similarly, Mwanakatwe observed that degrading forms of punishment such as canning, manual work, kneeling down for a long time, digging pits and uprooting a tree. These forms of punishment were common.²² Therefore, this trend led to the abolishment of corporal punishment in schools worldwide. In response to the United Nation demanding on respecting human rights, the Zambian government, being a signatory, banned all forms of corporal punishment in schools in 2003. Although this was affected, it was difficult to implement because the Education Act of 1966 which was still in force allowed it. However, the treaty was domesticated in Education Act of 2011 under Article 28 which states that:

" A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner"

" A teacher, employee or other person who contravenes subsection (1) commits an offence and is liable, upon conviction, to a fine not exceeding one hundred thousand penalty units or to imprisonment for a period not exceeding one year, or to both."

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. In addition scholars such as Mtonga investigated the abolishment of corporal punishment in Zambia by evaluating alternative modes of discipline in selected government secondary schools in Lusaka. The findings of the study revealed that educators were using dialogue, suspension, counseling and manual work to instill

²² Mwanakatwe, J.M. (1974).

discipline in pupils. The established challenges were that these modes were time consuming, ineffective in instilling discipline, recorded high non compliance by parents and pupils and lack of knowledge by teachers and pupils on alternative modes of punishment. Therefore, the study suggested that the MoGE should prescribe alternative modes as a guide for educators and provide them with knowledge and skills to enhance the administration of discipline, teamwork by parents and teachers and insisting on pupils to adhere to school rules. In light of the findings, the study recommended that schools should have guidance and counseling departments with qualified counselors to help in pupil discipline; and educators to explore better contemporary trends on positive discipline. The relevance of this study to the current one is that it focuses on corporal punishment and alternatives in selected schools.

2.2 Understanding Discipline and Punishment

Bear was of the view that discipline is paramount in every school for the success of teaching and learning processes as well as moulding a pupil to be a better and responsible citizen in future.²³ The administration of discipline in schools under the chairmanship of the Deputy Head teacher has the responsibility of ensuring that the learners are helped to understand the importance of discipline and its roles in view of achieving success in all spheres of school life. The word Discipline is derived from the word disciple, which implies teaching or helping one to grow and to achieve as stated by Jones.²⁴ The understanding the word discipline is in line with the definition provided by UNESCO (2006) that 'discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both short and long term.' Basing on the forgoing understanding of discipline, it can be deduced that discipline has to do with positive correction as advocated by social discipline and congruent communication theories which are in line with non-corporal modes of discipline as emphasized in the post corporal punishment era in all Zambian schools.²⁵ These views are validated by

²³ Bear, (2010).

²⁴ Jones, (1989).

²⁵ UNESCO, (2006).

Musambi, who affirms that in secondary schools, discipline enables one to grow morally and intellectually and that one is moulded to be independent and responsible.²⁶ Discipline involves a 'series of victories,' as argued by Ojwang. He further asserts that discipline is the step of moving ahead and is never ending.²⁷

In the contemporary, discipline has been understood as a system of arranging conditions for healthy learning and living. Okumbe argues that discipline is the action by management to enforce organisational standards. This means that it is the action taken by an adult to help a child to change his or her behaviour.²⁸ In line with Mbiti, 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.²⁹ For instance, according to Ojwang, in a classroom situation discipline means the control of a class in a bid to achieve desired and acceptable behaviour. From this view, it is observed that when discipline is properly handled it would undoubtedly produce students with self-direction, responsibility and concern for others. Good discipline in secondary schools aim at primarily creating and maintaining a good teaching and learning environment resulting in school academic success as stated by Musambi. This is the case with some of the best performing schools in Zambia, mainly those that are run by church organisations.

Punishment however is perceived as a way of correcting learners' behaviour, so that the offenders do not repeat the offence. This implies that punishment on the other hand serves as prohibitions to those who see their fellow student being punished so as not to commit the same offence. It is also seen as a deliberate and an unpleasant stimulus of inflicting pain through caning or psychologically through the use of abusive or negative words on an offender according to Naong.³⁰ This does not suggest that punishment

²⁶ Musambi, (2003).

²⁷ Ojwang (2005).

²⁸ Okumbe (1998).

²⁹ Mbiti (1998).

³⁰ Naong, 2007.

completely eradicates misbehaviour in pupils, if anything punishment especially corporal punishment makes pupils become bitter, violent and develop low self-esteem which leads them to being more rebellious. In other words punishment, focuses on the behaviour and may do little or nothing to help a child behave better in the future. Punishment is a facet of discipline that involves actions taken in response to inappropriate behaviour in order to correct or modify behaviour and to restore harmonious relations. Comparatively speaking, discipline is more proactive in nature whereas punishment is more reactive. Rogers points out that discipline is about positive behaviour management aimed at promoting appropriate behaviour and developing in learners self- discipline and self-control. Rogers adds that discipline is a teacher directed activity whereby the teacher seeks to lead, guide, direct, manage or confront a learner about behaviour that disrupts the rights of others. Rogers further draws a distinction between preventive discipline, corrective discipline and supportive discipline. Preventive discipline is concerned with basic rights and clear rules and consequences. Corrective discipline refers to educators' actions that are carried out to correct disruptive, antisocial or deviant behaviour.³¹ Supportive discipline is concerned with ensuring that 'correction' is received fairly and re-establishing positive working relationships with disciplined learners.

2.3 Ivan Pavlov's Theory of Classical Conditioning and associative learning

Ivan Pavlov introduced a theory that revolutionized the understanding of learning and behaviour. Pavlov is widely recognized for his groundbreaking research on classical conditioning, often referred to as Pavlovian conditioning, which centers around the concept of associative learning. He sought to explore how organisms, including humans, acquire new behaviors and responses through repeated associations between stimuli. His experiments primarily involved dogs, but the principles he discovered have far-reaching implications for understanding human behavior as well.

Classical conditioning, the foundation of Pavlov's theory, involves pairing a neutral stimulus with an unconditioned stimulus to elicit a conditioned response. In one of his

³¹ Rogers (1998).

famous experiments, Pavlov observed that dogs naturally salivated when presented with food, an unconditioned stimulus. However, through repeated pairings of a neutral stimulus, such as a bell, with the food, the dogs eventually began to associate the bell with arrival of food. As a result, they started salivating at the sound of the bell alone, even in the absence of the food. This conditioned response (Salivation) demonstrated the formation of new association between the neutral stimulus and the unconditioned stimulus. In this process organism acquired an association between natural response and neutral stimulus.³²

Pavlov's research on classical conditioning shed light on the underlying mechanisms of learning and provided a framework to understand how environment stimuli can shape our behaviors and responses. This theory has implications not only in psychology but also in various fields including education. Classical conditioning explains many aspects of human behaviour. It plays an important role in development of various emotional responses and behaviour.

2.4 Application of the classical conditioning theory to the Classroom environment in Schools in order to enhance learning:

1. **Classical Conditioning:** Teachers can use classical conditioning techniques to associate a neutral stimulus with a desired response. For example, using a specific sound or gesture as a signal for students to pay attention.
2. **Reinforcement:** Pavlov's theory emphasizes the importance of reinforcement in learning. Teachers can use positive reinforcement, such as praise or rewards, to strengthen desired behaviors and motivate students.
3. **Association:** By creating meaningful associations between new information and existing knowledge, teachers can help students better understand and retain information. For example, using analogies or real-life examples to explain complex concepts.

³² Pavlov, I.P , Conditional reflexes. London: Oxford University Press, 1927.

4. Repeated Pairings: Just as Pavlov used repeated pairings to establish associations, teachers can reinforce learning by providing repeated exposure to key concepts. This can be done through practice exercises or homework assignments.

5. Generalisation: Pavlov's theory suggests that once a response is conditioned to a specific stimulus, it may generalize to similar stimuli. Teachers can facilitate generalization by providing varied examples and contexts for pupils to apply their learning.

6. Extinction: According to Pavlov, If the conditioned stimulus is repeatedly presented without the unconditioned stimulus, the conditioned response will eventually diminish. Teachers can use this concept to help students unlearn incorrect or undesirable behaviors.

In conclusion, Pavlov theory of learning provides valuable insights into how associations are formed between stimuli and responses. By applying the principles of classical conditioning and reinforcement, educators can create effective learning environments and enhance pupils understanding and retention of information.

2.5 B.F Skinner's theory of personality

Skinner derived his principles of learning from the study of individual subjects in controlled conditions. He mainly focused on the study of individual subjects instead of generalised group which reflected his belief that lawful control can be seen in individual behaviour. According to skinner's theory, individual differences in behaviour are largely the result of different kinds of learning experiences encountered by different people. Some behaviour patterns may be learned through direct experience, Skinner stated that the personality of an individual can be understood through the study of his behaviour. He further stated that behaviour can be distinguished in two types- respondent and operant. Operant conditioning the desired behaviour of the organism is strengthened by presenting the reinforcement. A reinforcer is defined as anything that strengthens a tendency to behave in a particular way. In other words a reinforcer is a stimulus event which if it occurs in the proper temporal relation with a response, tends to maintain or to increase the strength of a response. Reinforcement may either be positive or negative.

The likelihood of the behaviour will be increased by the **positive reinforcement** (Which can be said to be adding something pleasant such as a reward for good behaviour which leads to the repetition of the desired behavior) and also by **negative reinforcement** (it stops or removes something unpleasant).³³

2.6 The Cognitive Development theory of Vygotsky

Social learning theory originates from the work of Lev Vygotsky, who stated that various factors such as parents, caregivers, peers, and the surrounding cultural environment are instrumental in the development of children's rational functions. Vygotsky maintained that children's minds are inherently constrained by biological limitations, and his sociocultural theory of learning asserts that learning occurs through social interactions. Educational practices informed by this theory promote social engagement and active participation in learning activities through the relationships established. Children acquire knowledge by observing, listening, and engaging in dialogue during their tasks. Vygotsky's theory seeks to conceptualise consciousness as a product of socialisation, emphasising the crucial role of social interaction in cognitive development. He argued that social interaction is fundamental to enhancing cognitive growth in children.

Vygotsky developed a sociocultural framework to explain brain development, beginning to formulate his theories around the same period as Jean Piaget, between the 1920s and 1930s. However, Vygotsky passed away at the age of 38, which limited his opportunity to fully explore and research his ideas compared to Piaget. Nonetheless, some of his writings continue to be translated from Russian. Vygotsky placed greater emphasis on the influence of social factors on cognitive performance. In educational contexts, he highlighted the importance of social and cultural environments, where children and their peers co-construct understanding through social experiences within the zone of proximal development (ZPD). Conversely, Piaget believed that cognitive development primarily occurs through autonomous exploration, allowing children to construct their understanding independently. From Vygotsky's perspective, the

³³ Skinner, B.F (1953). Science and human behaviour. Macmillan.

environment facilitates children's encounters with new ideas and supports their developmental processes.³⁴

2.7 Social Control Theory

The social control theory was introduced by Travis Hirschi in 1969. He proposed that individuals adhere to rules and regulations because of a 'social bond'. This social bond, as he described, is a feeling of belonging or social connection that encourages compliance with rules. When these bonds are weak or absent, people are more likely to break rules, whereas those with strong bonds tend to resist engaging in deviant behaviour. Different people may interpret rules and regulations differently; some might see them as restrictions on their freedom, while others view them as providing guidance and safety. In the context of schools, these rules are often seen as necessary to maintain order.³⁵

School rules and regulations represent important control mechanisms to which pupils conform to. According to the theory, human beings normally respond to four social bonds to conventional society: attachment to others, commitment to conformity, involvement in conventional activities, and belief in the value or legitimacy of convention. These four elements of social bond may determine how students behave in school.

Social Control Theory has been used by scholars to study how school rules and regulations are followed or not followed. Jenkins and Stewart for example, have concentrated on the school as an important mechanism of social control. Of notable significance is the schools ability to control an individual's behavior regardless of other significant background factor's influences. In other words, while the school represents one of several social institutions to which youths become connected, its effect in decreasing crime is independent of the others. For instance, the school can have rules and regulations that can have inhibitory effect on delinquency regardless of the youth's

³⁴ Tudge, J. R., & Winterhoff, P. A. (1993). Vygotsky, Piaget, and Bandura.

³⁵ Hirschi (1969).

family structure as illustrated by Wade & Brannigan.³⁶ As such, school rules and regulations are important arenas for reducing delinquency by means of delinquency prevention programs. Despite the positive findings of the school rules and regulations as sites for positive intervention, an individual only gains from such rules if they are actually present in the school. Indeed, those who are more likely to need rules (i.e., those individuals with apparent discipline issues) are often excluded from school via out-of school suspension and expulsion.

2.8 SUMMARY OF CHAPTER

This chapter examined discipline in education through historical, theoretical and contemporary perspectives. It traced corporal punishment's history in zambia from widespread use to abolishment, leading to rights- based approaches. Part of the chapter differentiated punishment from discipline, noting that effective discipline builds self-control and responsibility rather than fear. Key psychological theories were analyzed , including Pavlov's classical conditioning, Skinners operant conditioning and Vygotsky's cognitive development theory, which explains how behaviour develops through association, reinforcement and social interaction. Social control theory highlighted how social bonds and institutional structures encourage positive behavior.

CHAPTER 3

THE EXAMINATION OF THE FORMULATION AND IMPLEMENTATION OF SCHOOL RULES AND CODES OF CONDUCT IN SELECTED PRIMARY AND SECONDARY SCHOOLS IN NDOLA DISTRICT.

3.0 INTRODUCTION

The main objective of this chapter is to discuss the key findings derived from the qualitative data collected through interviews with participants from selected primary and secondary schools in Ndola District. Guided by a phenomenological research design,

³⁶ Wade & Brannigan, 1998.

this chapter will highlight the lived experiences and perspectives of school administrators, teachers, pupils, parents and ministry of Education officials regarding the interpretation and administration of school rules. Through an in-depth analysis using Interpretive Phenomenological Analysis (IPA), the chapter explores the diverse views expressed by participants, revealing important insights into the legal and educational contexts that shape school environments. Emphasis is placed on understanding how these learners define and engage with school rules, as well as the social dynamics that influence their perceptions within the broader school community. This discussion will further aim to provide a comprehensive appraisal of the existing school rules and their implementation across different educational levels. The findings are drawn from a qualitative one-on-one semi structured interviews with each participant and was conducted at The Kansenshi Primary School, Lubuto Secondary School, Chifubu Secondary School and Twatasha Primary School, all of Ndola. Further the findings are organised in categories based on information collected from: Pupils, Teachers, Administrators and parents. Additionally the analysis will be in line with the research questions listed below. As well as the supplementary questions used to conduct the study, together with a structured analysis of the participants responses.

1. How are school rules and codes of conduct formulated and implemented in selected primary and secondary schools in Ndola. And what factors influence their effectiveness?

2. What alternative disciplinary approaches have been adopted since the abolition of corporal punishment and how effective are they in maintaining pupil discipline within legal and policy frameworks?

3. What challenges do school administrators and teachers face in managing pupil discipline and what rights-based strategies can be proposed to improve disciplinary measures within the legal and policy framework?

3.1 Demographic Characteristics of The Participants (Teachers, Administrators, students and parents)

3.1.1 Gender Distribution of Participants

The study will seek to establish the gender of the participants. This will be done in order to show gender balance with regards to participants used in findings acquired from the interviews carried out for purposes of this study. This ensured that the responses from the point of view of each gender gave a balanced perspective of the purpose of the study. The pie chart below in figure 2 shows 50% representation from the male participants and 50% representing female participants.

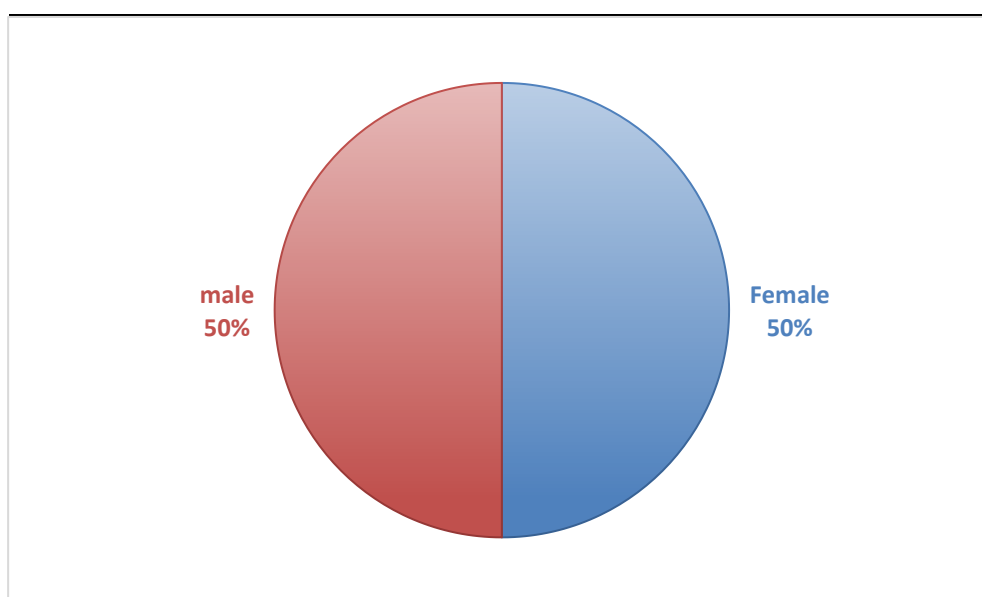


Figure 2: Gender Distribution of participants

Source: field data, 2025

3.2 FINDINGS FROM ONE ON ONE INTERVIEWS WITH PUPILS

1. How were the school rules communicated to you?

RESPONSE	FREQUENCY	PERCENT
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Attached to acceptance letter	14	100%
Stuck in each class	14	100%
Read out during assembly	11	70%
No idea	0	0
TOTAL	36	100%

Table 1: How were the school rules communicated to you? Source: field data, 2025

2. Do you understand the school rules given to you?

Most of the pupils answered in the affirmative to this question. They said the rules were clear and easy to understand.

3. What happens when you break these rules?

The pupils stated that the schools mostly apply progressive disciplinary approach where a minor violation of the school rules results in warning, then in instances where the said rule breaking escalates there is a suggested punishment given in accordance with the school rule that has been broken by either the teacher or the prefect. The pupils further stated that in instances where the matter is too serious for the teacher to handle, it is reported to the Deputy Head Teacher and Head Teacher.

4. What kind of punishment is given to those who break the rules?

Some examples of punishments given to the pupils in the selected schools include; picking litter, sweeping the school surroundings, gardening activities as well as field work, slashing as well as counseling. other schools also provide a black box (The said Black box is filled with possible punishments an offender may receive for breaking the rules. When a pupil is found with a case to answer He/She is required to pick from the box and whatever tool that pupil picks will influence their form of punishment). The findings also show that for offenses that are serious, pupils are expected to call their parents, or in situations that involve drug abuse and substance abuse, the pupils involved are either suspended, counseled or given a force transfer and in other

instances an involvement of the Drug Enforcement Commission (DEC) is applied. (all of which, is at the discretion of the disciplinary committee)

School Rule	Corresponding Punishment
Unruly violent behavior within and outside school. Fighting, Bulling, Stealing.	Suspension and/ expulsion from school
Pupils are prohibited from bringing any electronic gadgets or dangerous weapons for prestige	The item shall be confiscated indefinitely
No pupil shall be allowed to play solitaire or bring solitaire cards in school.	Suspension or as deemed fit by administrators
Writing on school wall, desks (graffiti) whether inside or outside the classroom/ toilet shall constitute an offence	The penalty will be buying 10litres tin of paint, 4 paint brushes or permanent expulsion from school
All pupils are expected to be punctual during lessons.	Manual work or deemed fit by administrators

Table 2: What kind of punishment is given to those who break the rules Source: field Data, 2025

5. Have you ever taken part in the formation of school rules?

In relation to the formulation of school rules the pupils who participated in the interviews indicated that they have never been given a chance to take part in the formulation of the rules. However during the interview, most pupils showed an interest and desire to participate and contribute to the formulation of school rules that they are required to follow.

6. Have you ever been before a disciplinary committee ?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
No	14	100%
Total	14	100%

Table 3: Have you ever been before a disciplinary committee

Source: field data, 2025

The results are not a true reflection of the reality on the ground. Because the pupils selected to participate in the study were deliberately chosen by the school from those pupils who are well behaved. That is why for the purposes of drawing balanced views, a second investigation was conducted with pupils, this time selected by the researcher and the results are tabulated in Table number 4.

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

7. Do you think the discipline in your school is fair and effective?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	4	35%
No	7.5	50%
Yes & No	2.5	15%
Total	14	100%

Table 5: Do you think the discipline in your school is fair and effective ?

Source: field data, 2025.

If Yes, explain why you think its fair?

Some reasons given by pupils as to why they regard the school rules as fair, where that: the current forms of discipline help other pupils learn from their fellow pupils mistakes and this helps them behave according to the rules. The pupils further stated that despite the rules being fair some of their fellow pupils are stubborn and don't change.

If No, how best do you think discipline should be handled in your school?

In relation to pupils who were of the view that the forms of discipline used in their school are unfair, stated that in certain instances pupils are punished during classes and this causes them to miss lessons. Pupils also stated that in most instances minor offenses are disregard, this eventually causes problems because the same minor offenders will eventually start breaking more severe rules. Further the pupils were of the view that when the school rules are being formulated the school board should consider involving the pupils in the formulation as they may have some very helpful opinions in relation to the rules that govern them. Pupils also stated that the teachers should also consider more counseling for notorious pupils.

Pupils who were of the view that rules are in some instances fair and in other instances unfair said (Yes & No)

A number of pupils were of the view that the rules are fair and other times unfair because there is some form of favoritism among the teachers. In some instances teachers tend to favour certain pupils who break the rules because of the close relations. In other instances the fact that some rules don't specifically have a clear corresponding punishment there is no order when it comes to punishment. The fact that it is left at the discretion of the teachers certain pupils may get a mere punishment like litter picking or gardening for a wrong doing while another pupil found going against the same rule will be told to dig a pit or slash certain part of the school.

3.3 INTERPRETATION OF FINDINGS

The findings of this study indicate that the communication of school rules to pupils is comprehensive and utilises a written, visual and oral method to ensure understanding

among pupils. The use of multiple these forms of communication helps reinforce awareness and clarity among pupils. Discipline in these schools follows a structured progressive approach where minor offenses result in warnings and serious violations involve the administrators and the disciplinary committee. Punishments are generally focused on corrective and community based activities such as (gardening and picking litter) but these punishments can escalate to more severe measures when it is necessary. Despite not being involved in the formulation of the school rules, pupils express a eager desire to participate, highlighting an opportunity for schools to foster greater student involvement and ownership of the rules. The views on the fairness and effectiveness of discipline vary, with concerns about inconsistency in punishments and favouritism undermining trust in the system. This points to a need for clearer guidelines and more uniform enforcement of the rules. Additionally, incorporating counselling in schools as instructed in **The Education Act of 2011 in section 30**, which states that; **Counseling and career guidance shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions.**³⁷ As well as the increase student engagement in rule development are seen as essential steps to improving both discipline and the school environment.

3.4 FINDINGS FROM INTERVIEWS WITH TEACHERS

The Interviews in this section were carried out on Teachers Individually. The Teachers were asked a few questions in an interview setting through open ended questionnaires and their corresponding responses have been recorded as follows:

1. Does your school keep copies of the school rules?

All the teachers that participated in this study answered affirmatively. They Stated that a copy of the school rules were stuck up on a notice board in each class, giving each pupil an opportunity to see and read the rules at any moment. Teachers further stated

³⁷ Sec 30 of The Education Act 2011.

that the school rules in question were also attached to each acceptance letter given to pupils by Head Teacher upon admission into the school.

2. How often are these school rules changed /revised?

RESPONSE	FREQUENCY	PERCENTAGE
Once every year	2	40%
When the need arises	2	40%
Not done	0	0
No idea	3	60%
Total	7	100%

Table 6: How often are these school rules changed /revised?

Source: field data collection, 2025

From the findings carried out it was clear that some of the Teachers had little to no knowledge about how often the school rules are changed and revised, due to the lack of participation thereof. The few teachers that indicated on the revision happening once every year and when the need arises had some knowledge of the change as they were part of the disciplinary committee board responsible for the formulation and revision of the rules.

3. Who is responsible for the formulation of these school rules?

RESPONSE	FREQUENCY	PERCENTAGE
School Board	7	100%
Teachers	0	0
Total	7	100%

Table 7: Who is responsible for the formulation of these school rules

Source: field data, 2025

Information gathered from the interviews with Teachers proved that the School Board under the instruction of the Deputy Head Teacher as well as the Disciplinary Committee

Which is headed by the Deputy Head Teacher as the executive, Head of Departments (HOD), the selected teachers appointed to be part of the Committee as well as the Parent teacher committee (PTC) representatives are responsible for the formulation of these rules.

4. What documents are used as a guide to formulate School rules as well as the codes of conduct.

According to the information extracted from this study, the teachers are communicating that while the Education Act of 2011 being the primary Legislation on Education in Zambia, explicitly prohibits corporal punishment and all degrading treatment in schools, it does not provide detailed guidelines that are be used for creating school rules. Instead, school rules and codes of conduct are developed and updated informally, based primarily on the current situation and on the behaviour's observed among pupils. School rules are only adjusted on a case by case basis or when a specific need arises. It was further stated that the formulation of school rules and codes of conduct is largely dependant on the judgement of administrators being the (Head Teachers and Deputy Head Teachers) to decide when the change will be necessary.

5. Do the schools codes of conduct clearly state what offences are not allowed and what punishments will be given for failure to comply

RESPONSE	FREQUENCY	PERCENTAGE
Yes	3	60%
No, its left at the discretion of the administration.	2	20%
Yes & No, Some offences have corresponding punishments others don't	2	20%
Total	7	100%

Table 8: Do the schools codes of conduct clearly state what offences are not allowed and what punishments will be given for failure to comply?
Sources: field data, 2025.

6. When disciplining pupils what procedures do you follow?

The Teachers stated that procedures to be used are all in the discretion of the Disciplinary committee. In instances when the school rules have expressly listed corresponding punishment for an offence the said punishment is administered. Further the teachers also added that certain instances when the offence is minor and happens in class or during a lesson, the teacher who is present at the time the offence is being committed has the authority to administer punishment.

7. What challenges do you face in administering punishment or taking disciplinary measures against pupils who break the rules?

The Teachers firmly emphasized that they have experienced significant challenges in trying to administer punishment and when taking disciplinary measures in school. They have expressed that their disciplinary responsibilities have become more complicated and demanding, due to what they view as a concerning decline in the moral values and ethical standards among pupils. The teachers have observed that a significant number of pupils come from environments and neighbourhood areas that negatively impact their behaviour and moral growth (Chipulukusu, Kantolomba, Masala and Lubuto. These backgrounds often lack the positive role models and foundations that the children need in order to grow well and conduct themselves appropriately. The teachers also brought out that the continuous misbehavior portrayed by the pupils can be blamed on the parental and guardian negligence in fulfilling their supervisory and nurturing responsibilities. The findings indicate that many children are abandoned and expected to navigate their moral development without adequate adult guidance or intervention from their parents who are busy chasing after their career development and fulfilling their financial obligations. This absence of proper mentorship and discipline at home creates a gap and expects the schools to take up full disciplinary responsibilities.

Teachers find themselves bearing duties that were traditionally the domain of families and local communities.

The teachers further stated that this parental withdrawal from responsibility has resulted in situations where the pupils become exposed to harmful peer pressure and bad company. Without adequate direction from reliable adults the pupils frequently align themselves with troublesome groups in and outside school premises and this causes the pupils to adopt harmful behavioral patterns that they consider normal and end up transplanting them into school.

In relation to this the teachers are concerned by the fact that some pupils demonstrate a rebellion towards disciplinary consequences and corrective measures implemented by the school. This resistance towards authority appears to stem from their exposure to harsh or inappropriate forms of physical punishment in their home. According to the teachers the pupils view school based disciplinary measures as ineffective and insignificant.

3.5 INTERPRETATION OF FINDINGS

The findings reveal that school rules are accessible in classrooms and attached to the acceptance letters and the formulation of these rules is the responsibility of the school board in collaboration with the disciplinary committee. It is observed that most teachers are unaware of how frequently these rules are revised, indicating limited involvement in the process. Disciplinary procedures are often left to the discretion of the administration or the selected teachers present during minor offences. Additionally it has been observed that teachers face significant challenges in maintaining discipline due to the decline in pupils moral values, which is largely attributed to the lack of parental supervision which causes exposure to negative peer pressure. Further it is seen that due to the pupils experiences with harsh punishment at home, the pupils have a tendency of resisting the school based corrective measures. It is clear through the responses from the interviews given in this study that there is no proper discipline being instilled in pupils and hence the perpetuation of indiscipline in these schools.

3.6 FINDINGS FROM INDIVIDUAL INTERVIEWS WITH ADMINISTRATORS

The administrators being referred to in this study are the (Head Teachers and Deputy Head Teachers) in selected primary and secondary schools in the Ndola district. The said administrators were interviewed individually and their responses are presented and interpreted.

1. Does the school have a copy of the school rules? Are the rules clear?

All the administrators interviewed in this study answered this question affirmatively and proceeded to provide a copy of the school rules for purposes of carrying out this research. The administrators also indicated that the rules were attached to each acceptance letter upon admission of the pupils into the school. It was further stated that a copy of the school rules is also attached to a notice board in each class in order to constantly remind the pupils of the rules they expected to follow.

2. How often are the school rules revised? When were the school rules last formulated and last revised?

A significant number of the research participants stated that the school rules are standard and the formulation of the rules was done a while ago. Furthermore in relation to the revision of these school rules the administrators stated that revision of the rules is only considered when the need arises. According to the administrators revision is also considered in instances when administrators observe a negative trend in the behaviour of the pupils that brings about a need to revise the rules.

3. Who is responsible for making the rules?

The findings of the study show that the formulation of the rules is done by the schools administrators, with the Deputy Head Teachers as the executors of the the disciplinary committee which consists of the Heads of Department (HOD) as well as selected teachers and the student union representative (for Lubuto and Chifubu secondary school), (Prefects for primary schools). It was further stated that parents barely take part in the formulation of the rules but are awarded opportunity to appeal on the rules they do not agree with giving reasons and presenting the appeal to the Head Teacher.

4. What guidance does the school administration use in the formulation and application of school rules?

The participants used in this study indicated that the formulation of the rules is done with respect of policy guidelines provided by Ministry of education. The administrators further stated that formulation and application of the rules is usually considered in instances when there is a rise in negative behaviour of the pupils that brings about a need to change the manner in which rules are applied. This is done while also ensuring that the rules are in correspondence with the abolishment of corporal punishment and degrading treatment as it is indicated in the **Education Act of 2011**, specifically **Section 28 (1)** which states that; **A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner.**³⁸

5. Who is responsible for handling disciplinary cases?

The research participants indicated that the Deputy Head Teacher is responsible for handling disciplinary cases in the school with the help of the other members of the disciplinary committee. The Deputy Head Teacher being the executive of the disciplinary committee presides in the disciplinary cases concerning Pupils.

6. What disciplinary strategies does the school use when administering discipline?

According to the administrators the strategies used when carrying out discipline vary and are always dependant on the case at hand. The main reference for disciplinary matters in the school is the school rules as well as corresponding punishment. The administrators further stated that in other instances they resort to calling parents in order to inform them of the behaviour of the pupil at fault, this step helps the administrators figure out what sort of help can be given to the pupil. In other instances

³⁸ The Education Act, 2011.

when a pupil does not change their behaviour, the available and most favoured option is to give the pupil a force transfer.

7. what challenges does the school face when administering punishment and disciplinary hearings.

The administrators strongly affirmed that they have experienced a great challenge in administering discipline due to the concerning decline in the moral values and ethical standards among some pupils. The administrators have observed that a significant number of pupils come from environments and neighborhoods that negatively impact their behaviour and moral growth. It is clear that some of these backgrounds lack the positive role models and foundations that the children need in order to grow morally. The administrators also indicated that the continuous misbehavior portrayed by the pupils can be blamed on the parental negligence, this parental withdrawal from responsibility has resulted in situations where the pupils become exposed to harmful peer pressure and bad company. It was further stated by the administrators that the lack of clear guidelines from the Education Act on how to carry out discipline adequately makes it harder to discipline pupils. The Act only states that corporal punishment is abolished but does not specify what alternative measures the school is expected to take. Therefore, without adequate direction from Statutory sources of Law the administrators are concerned that the pupils will continue to demonstrate rebellion towards disciplinary consequences and corrective measures implemented by the school.

8. Are the principles used in the carrying out of disciplinary measures related to positive or negative reinforcement?

RESPONSE	FREQUENCY	PERCENTAGE
Positive reinforcement	3	60%
negative reinforcement	0	0
Both	2	40%
Total	5	100%

Table 9: Are the principles used in the carrying out of disciplinary measures related to positive or negative reinforcement?
Source: field data, 2025

It can be seen from the findings shown above that 60% of the administrators indicated that the disciplinary measures used when carrying out discipline and punishment involve positive reinforcement only. While the remaining 40% of the administrators who participated in this study stated that the disciplinary measures used to administer discipline and punishment involve both positive reinforcement as well as negative reinforcement.

3.7 INTERPRETATION OF FINDINGS

Individual interviews with school administrators from primary and secondary schools showed that all schools have established a list of school rules that are distributed to pupils when they are accepted to the school and the rules are also displayed in each class. These standard rules although formulated a while ago are revised only when new behavioural issues arises. The school disciplinary committee which is led by Deputy Head Teacher in charge of heading the department together with selected teachers and heads of certain departments create rules. Findings further show that despite the administrators being aware of the instruction in **The Education Act in section 26 subsection (1)** which states that; **An education board or board of management shall in consultation with the learners, teachers and parents at the education institution, adopt a code of conduct for the learners.**³⁹ subsection (3) states that; **The head of institution may, in consultation with the board of management at the educational institution, determine guidelines for consideration by the education board concerned in the adoption of a code of conduct.**⁴⁰ Subsection (4) states; **Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the educational institution attended by the learner.**⁴¹

³⁹ Sec 26(1) of The Education Act 2011.

⁴⁰ Sec26(3) of The Education Act 2011.

⁴¹ Sec 26(4) of The Education Act 2011.

Subsection (5) states that; **A code of conduct shall contain provisions of due process to safeguard the interests of a learner or any other party involved in any disciplinary proceeding.**⁴² It is observed from the findings that Parents and barely participate in the making of the codes of conduct but are given a chance to appeal against rules they may disagree with. It was further stated that rule creation follows general guidelines provided by the Ministry of Education. The administrators affirmed and acknowledged that the guideline in **The Education Act at section 28**, as it clearly stipulates the prohibition of corporal punishment or degrading or inhuman treatment.⁴³ The administrators have ensured that all the punishments administered are non corporal in order to adhere to the given law. Further the administrators indicated that they have experienced some challenges in carrying out the discipline in schools which is due to the moral decay of standards among the pupils. Lastly In relation to the reinforcement approach used, it was found that 60% of the administrators use only positive reinforcement whilst 40% combine positive and negative reinforcement approaches.

3.8 FINDINGS FROM THE INDIVIDUAL INTERVIEWS WITH PARENTS

The parents of the pupils in the selected schools were interviewed and the findings provided are presented as representation of their responses.

1. As a parent are you ever consulted when school rules are drafted?

All the research participants answered this question negatively and said they have never participated in the drafting of the school rules.

2. Do you have a copy of the school rules your child is expected to follow?

The parents answered this question affirmatively and further indicated that the rules are attached to the acceptance letter given to the child upon admission to the school. But not directly to the parents.

⁴² Sec 26(5) of The Education Act 2011.

⁴³ Sec 28 of The Education Act 2011.

3. As a parent are you given a chance to hear/sit through disciplinary hearings?

The parents who participated stated that they barely get the chance to sit through disciplinary matters.

4. What do you consider as fair and effective disciplinary approaches for pupil's post abolition of corporal punishment?

The parents that participated in the interviews stated that the school should consider lighter punishment. The school should ensure they give punishments that add value to the children for the future. The punishments should be able to help the children learn new skills.

3.9 INTERPRETATION OF FINDINGS

The findings from the interviews with parents revealed that while parents are not consulted during the drafting of school rules, they do receive a copy of the rules upon their child's admission into the school. However, they are rarely involved in disciplinary hearings. Furthermore, parents expressed a preference for fair and constructive disciplinary approaches that focus on lighter, non punitive measures which aim to teach the children valuable life skills following the abolishment of corporal punishment.

3.10 SUMMARY OF CHAPTER

The research findings revealed that schools create and distribute rules to students, ensuring these are displayed in classrooms for easy reference. The development of these rules is primarily undertaken by school administrators and disciplinary committees, with minimal involvement of parents in the formulation process but schools like Chifubu grant the parents an opportunity to appeal against any rules they find disagreeable. The rules are revised only when the need arises and usually done in order to address emerging behavioral issues and are formulated in accordance with the Ministry of Education policy and the Education Act of 2011, which expressly prohibits corporal punishment. Teachers administrators reported facing significant challenges in maintaining discipline among some pupils. These challenges are largely attributed to the decline in students' moral values, which stem from parental negligence, inadequate

superision and negative influences from the community. As a result, students are frequently exposed to peer pressure and lack of positive role models, leading to behavioral problems that schools are left to manage without adequate support from parents. Furthermore, students often display resistance towards school disciplinary measures, a tendancy partly linked to their prior experiences of harsg punishments at home, which make school- based consequences seem less serious. Administrators also expressed concern regarding the absence of clear guidelines in the Education Act on suitable alternative disciplinary measures following the abolition of corporal punishment. While the Act explicitly prohibits physical punishmnet, it does not specify effective alternative strategies to be used, leaving schools uncertain about appropraite disciplinary approaches to adopt. Consequently, most administrators rely on Positive and Negative reinforcement techniques to encourage and maintain good bheavior among students.

CHAPTER 4

4.0 THE CHALLENGES FACED IN THE MANAGEMENT OF PUPIL INDICIPLINE IN SCHOOLS

Challenges faced by Teachers and Administrators, in zambian context would be on the effectiveness of the alternative modes of punishment to use in administering discipline and how best to use them as they were left with no alternatives or guidelines after the abolishment of corporal punishment in zambia as stated by Sonesone.⁴⁴ Governments in other countries such as Michigan, South Africa and kenya were given guidelines on alternatives to corporal punishment as established by Maposha & Shumba as well as Ndembu and this is seen to be a major contributing factor to the challenges being faced by some educators in the application of alternative modes of punishment in countries

⁴⁴ Sonesone U 2005. Ending Corporal Punishment in Zambia Pretoria: Save the children sweden.

where guidelines and alternative modes are not provided in the law.⁴⁵ The research findings revealed a significant knowledge gap among both teachers and pupils regarding discipline and human rights. This lack of understanding appears in several interconnected ways. Generally Teachers and Pupils have limited awareness of the non physical approaches to discipline, with many teachers lacking proper training or skills to implement these alternative methods of discipline effectively. The research findings show that some alternative forms of discipline that are used are Counseling, manual work(examples; gardening, liter picking, painting of walls as well as sweeping) disciplinary approaches at the discretion of the board of administration. As a result most pupils do not fully understand the purpose of such approaches or the importance of maintaining good discipline for their personal development. Another related issue is the widespread misunderstanding about the abolishment of corporal punishment, it is clear that many pupils mistakenly believe that the prohibition of physical punishment means that teachers can no longer discipline them at all. This misconception has created confusion about the boundaries of authority and responsibility of pupils within schools. This study has confirmed that teachers now face the challenge of managing pupils who misinterpret their rights and fail to recognize their corresponding responsibilities. Administrator of the school emphasized that human rights should not be seen as the absence of rules, but rather as a framework that supports respect and responsibility. Furthermore, the findings suggest that many teachers lack the necessary initiative and professional skills to be able to apply new disciplinary approaches effectively.

4.1 AN ANALYSIS OF THE SCHOOL RULES PROVIDED BY THE SELECTED PRIMARY AND SECONDARY SCHOOLS

The study revealed that both primary and secondary schools share a common set of general rules designed to promote responsibility, discipline and moral uprightness among pupils. Pupils are required to maintain a conducive learning environment by

⁴⁵ Maposha C and Shumba, A (2010), Educator Disciplinary Capabilities after banning Corporal punishment in South African schools; South African journal of Education, Vol. 30(3), 387-389.
Ndembu, JK. (2013). Alternative Strategies to Corporal Punishment and Secondary School Students Discipline in Magumu Division, Kinangop District, Kenya.

demonstrating good behavior, observing strict punctuality for all school activities and upholding high standards of personal hygiene and appearance. They must wear the correct school uniform during classes and official school functions, while female pupils are expected to keep their hair neat, combed or plaited in simple and low styles. The use of makeup, nail polish and hair perming is strictly prohibited. Pupils are not allowed to leave the school premises during learning hours without official permission from the school or a written letter from their parents or guardians giving reason. In addition, pupils are forbidden from bringing mobile phones or other entertainment devices into school grounds and any items found will be permanently confiscated. Acts of vandalism, graffiti and damage to school property are treated as serious offences that attract disciplinary action. When a pupil is absent from school, they are required to present a signed explanation letter or medical certificate from their parent or guardian.

At Kansenshi Primary School, offences are categorized into two main types, each with corresponding punishments. The first category includes serious offences such as the use of drugs and alcohol, smoking, fighting, stealing, using abusive language, leaving the school without permission and possession of unauthorized or illegal materials such as pornographic content or weapons. For a first offence, the items found are confiscated and not returned, parents are summoned to the school and the pupil is suspended for 14 days, after which they must sign a pledge and receive a final warning. If the same pupil commits a second offence, they face immediate forced transfer from the school. The second category of offences involves failure to attend preventive maintenance and poor academic performance caused by pupil negligence, missing tests or examinations and failure to submit homework on time. Pupils who miss preventive maintenance are punished with a full day of manual work and no learning, while those who miss tests or examinations are warned severely and made to perform manual work for a week during the school holidays. Persistent disobedience or repeated offences lead to parental involvement, suspension for 14 days, or forced transfer. Although it does not allow pupils to learn as they are expected to serve punishment the whole day. It is not right according to Educational Law principles and also the Zambian policy on Education practice.

Similarly, Twatasha Primary School follows the general school rules but further emphasizes that no pupil should invite or be accompanied by unauthorised persons within the school premises. Examination malpractice, whether at local or national level is treated with the highest level of seriousness. Pupils who drop a subject without formal authorization face disciplinary action and pupils who repeatedly commit such offences are given a forced transfer without any requirement for a disciplinary hearing.

Chifubu Secondary School outlines that once pupils enter the school premises, they are under the direct supervision of school authorities and must comply with all the rules at all times. Pupils are prohibited from stealing, fighting, bullying, mocking others or showing disrespect toward their teachers. The possession or use of alcohol, drugs or other psychotropic substance results in severe punishment, which may include suspension or expulsion. Furthermore, pupils are expected to conduct themselves responsibly even outside the school. Ensuring that their behavior does not tranish the image or reputation of the school.

At Lubuto Secondary School, pupils are required to be obedient to authority and to take full responsibility for preserving school property. Any cases of breakage, theft or damage to government property must be reported immediately to the Deputy Head teacher or the Teacher on Duty. Pupils are strictly prohibited from tempering with electrical fittings or attempting to repair any equipment within the school premises. They are also forbidden from jumping over the school wall fence and are expected to use only the main gate when entering or leaving the school. The school strictly warns pupils against visiting taverns, bars or clubs. And any pupil found intoxicated or drunk shall face serious disciplinary action which includes suspension, expulsion or referral to the Drug Enforcement Commission (DEC) for further action.

4.2 SUMMARY OF CHAPTER

Overall, the findings show that all the schools maintain consistent rules emphasizing moral discipline, respect for authority, responsibility and academic commitment. The disciplinary systems in each school aims to discourage misconduct and to promote

order and ensure that pupils develop appropriate behavior and values that contribute to a safe and conducive learning environment.

CHAPTER 5

5.0 SUMMARY OF CHAPTERS AND RECOMMENDATIONS

This study has examined the formulation, interpretation and implementation of school rules in selected primary and secondary schools in Ndola district copperbelt within the framework of education law. Through a qualitative research approach and a phenomenological design, this study has revealed how gaps in the Education Act No 23 of 2011 have contributed to the administrative challenges of carrying out discipline in schools. The study has established that while the abolition of corporal punishment was a progressive step towards rights based education, its effectiveness has been undermined by the absence of clear policy direction and standardized alternative disciplinary measures. This study therefore highlights the urgent need for a coherent framework for the formulation of school rules.

CONCLUSION OF CHAPTERS

5.1 CHAPTER ONE

This chapter has provided an overview of the study by outlining the background of study, statement of the problem, Objectives, research questions, significance, scope of study. It has established that the management of pupil discipline in Zambian schools remains a complex challenge, particularly following the abolition of corporal punishment and the limited guidance provided by the Education Act No. 23 of 2011 on the formulation and enforcement of school rules. This chapter highlighted that inconsistencies in the development and application of disciplinary approaches have created significant variations in how order and discipline are maintained across schools. Furthermore, it recognized that school rules are not merely administrative instruments but are also legal and ethical tools that must uphold human rights standards and reflect

democratic values. The study has also emphasized the need to explore how school rules are formulated, interpreted and implemented in selected primary and secondary schools in Ndola. This chapter has laid the foundation for an appraisal of school rules and their implications on pupil behaviour and school governance.

5.2 CHAPTER TWO

This chapter has explored the historical evolution, theoretical foundations and understanding of discipline in educational settings. It began by tracing the history of corporal punishment, highlighting its prevalence as well as the eventual abolishment in Zambia and the shift toward non-violent, rights based disciplinary approaches. The discussion further distinguished between punishment and discipline, emphasizing that true discipline promotes self control, responsibility and positive behaviour rather than fear or resentment. The study also examined major psychological theories such as Pavlov's classical conditioning theory, Skinner's operant conditioning and Vygotsky's cognitive development theory. All of these theories collectively explain how behaviour and learning are shaped through association, reinforcement and social interaction. These theories provide a foundation for understanding how teachers and administrators can influence pupil's behaviour constructively within the school environment. Finally, the social control theory underscored the importance of social bonds, rules and institutional structures in promoting conformity and positive behaviour among pupils. In essence, the review established that maintaining discipline in schools requires a balanced approach, one that is grounded in psychological understanding, legal frameworks and ethical practices that respect the dignity and rights of all pupils.

5.3 CHAPTER THREE

This chapter presented and interpreted the findings of the study on school discipline as well as the formulation and enforcement of school rules in primary and secondary schools within Ndola district copperbelt. The results revealed that while most schools have different ways of communicating the rules to pupils, the development and revision of the said rules is mainly handled by administrators and disciplinary committees with limited participation from parents and pupils. After the Education Act Of 2011 prohibited

corporal punishment, schools adopted corrective measures like manual work, gardening as well as counseling as forms of instilling discipline. However, teachers and administrators expressed that they face ongoing challenges in handling pupil discipline due to the lack of clear policy guidance on alternative disciplinary methods. The parents acknowledged receipt of the school rules upon their child's admission to the school but expressed minimal involvement in disciplinary decisions. The school staff emphasized on the importance of positive reinforcement that maintains pupils' dignity while promoting good behaviour.

5.4 CHAPTER FOUR

This chapter explored how the abolition of corporal punishment in Zambia has reshaped the landscape of school discipline and exposed gaps in the teachers and administrators' capacity to manage learner behaviour effectively. The findings demonstrate that in the absence of a clearly articulated national policy or training on non corporal disciplinary approaches, teachers and administrators have struggled to identify consistent and constructive ways to maintain order. Consequently, disciplinary practices vary across schools. Whereas schools often rely on informal strategies such as counseling, manual work and in instances where they fail to achieve behavioural change, the pupil/pupils are given a forced transfer. The review of school rules in both primary and secondary schools revealed that although schools uphold detailed codes of conduct emphasizing morality, respect and academic diligence, enforcement remains primarily punitive and reactive. While such rules help preserve order, they do not necessarily promote personal growth or moral development among pupils. In essence, the chapter illustrates that Zambia's post corporal punishment era has been marked by uncertainty and inconsistency in managing pupil discipline.

5.5 RECOMMENDATIONS

Having identified a legislative gap within the Education Act of 2011, specifically its failure to provide explicit and comprehensive guidelines for the formulation,

interpretation and implementation of school rules and disciplinary procedures. The author presents the following recommendations;

- I. It is recommended that the law governing education in Zambia should establish and clearly provide standard guidelines on the alternative modes of discipline to be used in Primary and secondary schools.
- II. It is recommended that although the mandate for the formulation of school rules lies with the school board, the process should begin with consultations involving key stakeholders such as teachers, pupils, parents and members of the community. As well as a review of the said rules by legal practitioners.
- III. It is recommended that the management of the classroom must begin with teachers developing trusting relationships with each of the pupils. Without the mutual feeling of trust and respect, teachers will continue to find difficulties in assuming the role of an instructional leader.

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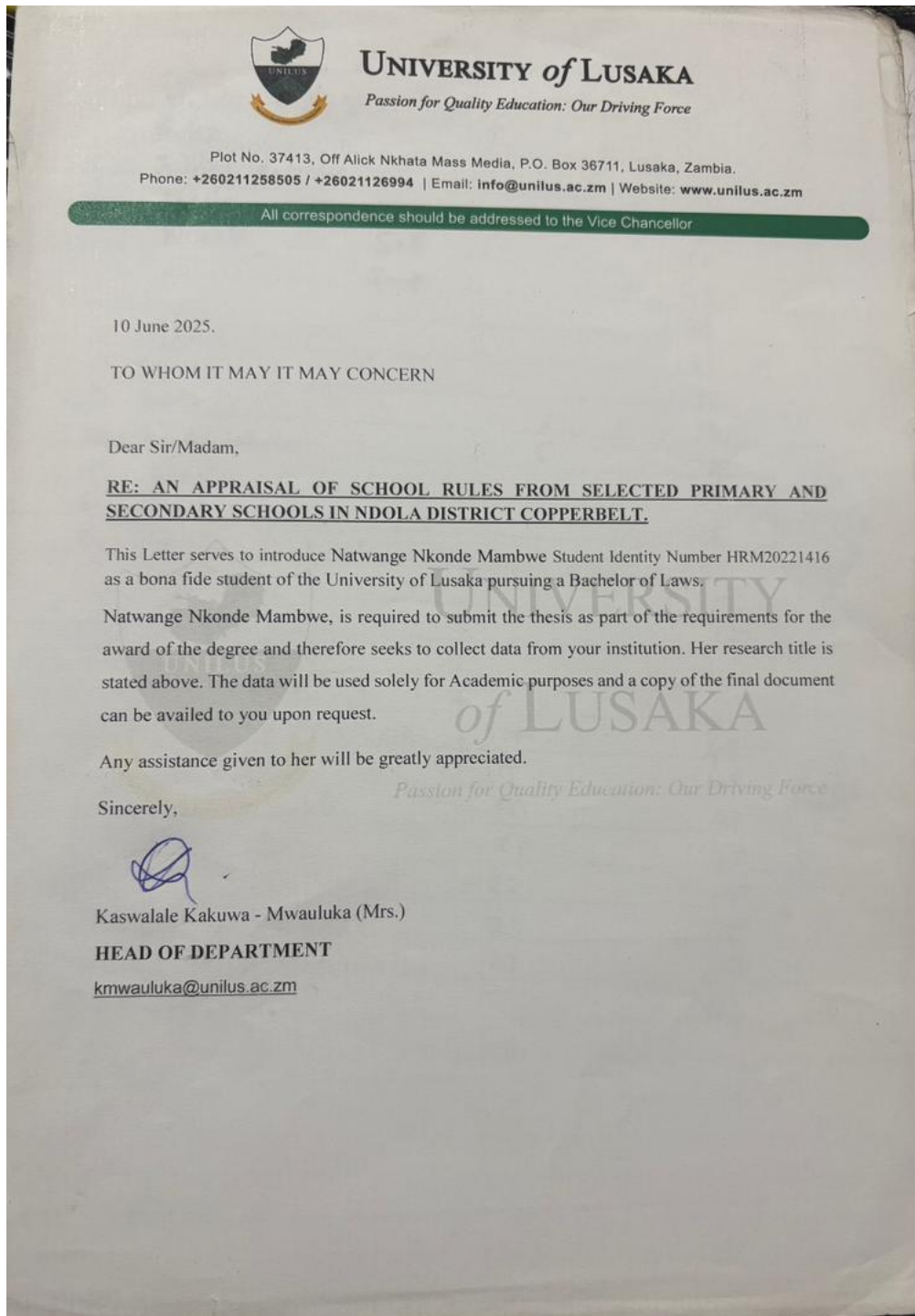
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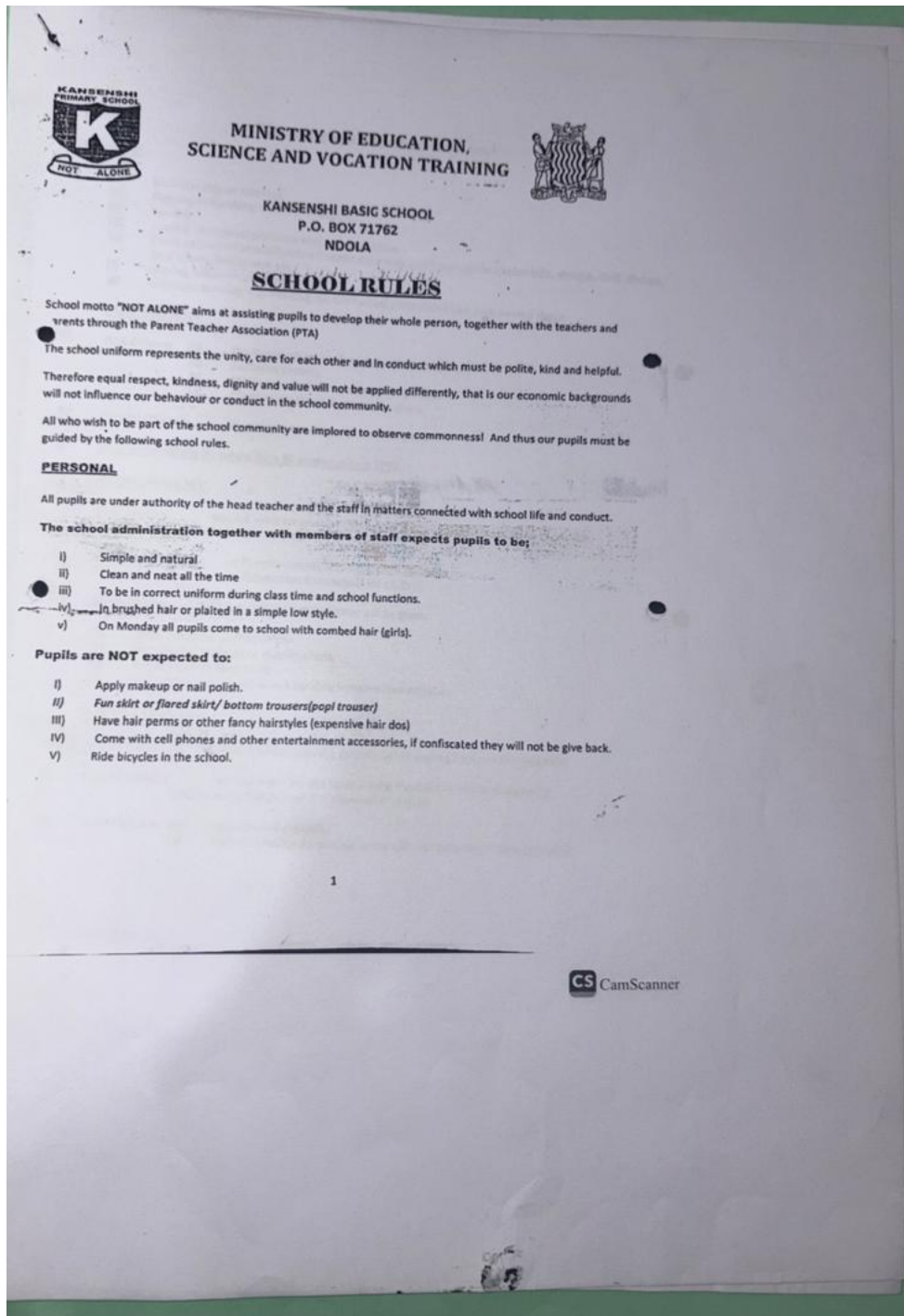
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APPENDICIES

APPENDIX A



APPENDIX B



Kansenshi Basic School

OFFENCE

1.
 - (a) Beer drinking or smoking
 - (b) Fighting or insulting or abusive language
 - (c) Stealing
 - (d) Leaving the school premises without permission.
 - (e) Possession of unauthorized materials e.g. pornographic materials, drugs, cell phone, and iPods weapons etc.
 - (f) Missing lesson or prep (absent)
 - (g) Improper dressing e.g. hanging tie, UN tucked shirt, tight skirt, high heeled shoes.

PUNISHMENT

- (i) First Offence
 - (a) the items will be confiscated and not returned.
 - (b) Summon parents.
 - (c) PDPs suspended from school for 14 days
 - (d) Pledge signed and final warning given.

- (ii) Second Offence: Immediate forced transfer will be given.

2. Not attending Preventive Maintenance (PM)

PUNISHMENT

- (i) First Offence manual work for one day (the whole day) with no learning and parents will be informed in writing.

- (ii) Second Offence:
 - (a) Parents summoned and pledge signed.
 - (b) Suspension from school for 14 days

- (iii) Third Offence: immediate forced transfer will be given.

- 3
 - (a) Poor academic performances
 - (b) Not writing the tests or examinations.
 - (c) Missing End of Term tests
 - (d) Not writing homework or not handing in homework on time.

PUNISHMENT

- (i) First Offence; (a) pupil warned severely, parents called and informed of the situation.

- (ii) Second Offence
 - Manual work for one week during the holiday will be slapped for.
 - Missing tests. Parents will be informed in writing.

- (iii) Third Offence:
 - (a) recommend a transfer
 - (b) Parents shall be summoned and pupils will be given a forced transfer.

4. Care must be taken to protect school property from damage; misuse of school property is a serious offence. If a pupil loses or damage school property the culprit will be required to pay the actual amount for repair or replacement of damaged item. Some of the offences towards property are:-

- (a). Vandalism
- (b) Graffiti writing on school property e.g. in the toilet, classroom, on desk, walls etc.
- (c) Losing school property
- (d) Damage to school Property

PUNISHMENT

- (i) For vandalism, graffiti writing and damaging school property, a debit note to buy required paint or replace or repair the vandalized item (s) will be sent to the parents or guardians and the pupils will sign a pledge.
- (ii) For loss of school property, a specific period shall be given to replace the lost property.
- (iii) The pupil will not be allowed to attend lessons until the items are repaired or replaced or the paint is bought and painting is paid for by the pupil within a specified time.

5. DISCIPLINE

- (a) Shouting, loud singing or any other excessive noise in the class or subject rooms, or the stairs or corridors and the school hall, eating in class, throwing litter in undesignated places is not allowed.
- (b) Bullying and use of vernacular or abusive language are strictly forbidden.
- (c) No pupil shall leave the classroom before the bell rings.
- (d) Pupils should conduct themselves in an exemplary manner, i.e. (when a pupil is talking to a teacher he/she must not put hands in the pocket).
- (e) A pupil should not respond with raised voice when talking to a teacher

PUNISHMENT

- (i) First Offence: The offender shall be warned and punished.
- (ii) Second Offence: The offender shall be punished severely and parents informed in writing.
- (iii) Third Offence: The offender shall be suspended for one week.

6. Loitering, trespassing, up-rooting flowers, playing with bare wire and reporting late for lessons, school assembly or any other school function.

PUNISHMENT

- (i) First Offence: One day manual work without learning.
- (ii) Second Offence: Suspension for one week which serves as a final warning.

7. Fancy hairstyles, twizzing, treated hair, wearing of dangling earrings, ornaments, neck chains, funny belt, sagging, wrong haircut and wrong items.

PUNISHMENT

- (i) Sent home to have haircut.
- (ii) Pupil will do manual work for two days.
- (iii) Wrong items will be confiscated and will not be returned and the owner will be punished for two days.

8. all offices, staffroom and the foyer are out of bounds to all pupils, except upon invitation by a member of staff.
9. Riding of bicycles in school is not allowed. All the bicycles should be left at the car park. (Locked at owner's risk)

SCHOOL EXPECTANCY

The school tries to foster the development of a positive mind of a child in preparing him/her for future responsibilities to society, creation and the environment.

To promote pollution free, clean environment and **Keep Zambia Clean** the school expects pupils to keep their classrooms clean and beautiful. To take responsibility for cleanliness, beauty and maintenance of the ground

The school grounds are demarcated according to classes for maintenance on a given day.

Litter must never be thrown on the ground but placed in the bin provided

SCHOOL SPIRIT

It is very important for meaningful development to take place that there is an atmosphere conducive to learning. The pupil must be responsible for maintaining such an atmosphere. School work must be taken seriously. All homework or other school exercise must be neat and tidy and handed in punctually.

Pupils should be at school in time (morning) 06:45 hours / (afternoon) 13:00 hours. Those who come to school late will miss the first two lessons to help with general work. If a pupil is absent from school, he/she must bring a letter of explanation from his/her parent or guardian. If he/she is absent for more than a week, a medical certificate must be produced.

No pupil may leave the school premises during school hours without either permission from the school or a letter from the parent or guardian. No responsibility will be taken by the school authorities for a pupil who leave the school premises at break-time or at any other time.

English is the language of the school. Abusive language of any kind must not be used. Disturbing noise such as unnecessary shouting is strictly forbidden. Running in the corridors is strictly forbidden.

Any pupil found with cigarettes, alcohol or drugs is liable to immediate suspension. Any pupil found in a drinking place is liable to immediate suspension. A pupil caught stealing or with stolen items is liable to immediate suspension.

If you wish to be a pupil at this Kansenshi Basic School and a member of our school community, please sign this document to show that you have read and understood these and that you will abide by them.

Name of pupil KUNDA LUCKY
Signature L. KUNDA

Name of parent MR KUNDA L.
Signature [Signature]

0961027417

APPENDIX C

TWATASHA PRIMARY SCHOOL

THE PENAL CODE

1. YOU MUST UPHOLD YOUR MORAL STANDARDS AT ALL TIMES
2. YOU MUST BE IN DESIGNATED PLACES AT THE RIGHT TIME AS SCHEDULED
3. ALWAYS UPHOLD DISTINCTIVE STANDARDS OF ACADEMIC PERFORMANCE
4. BE COSCIOUS AND ALERT WITH PERSONAL AND SCHOOL PROPERTY
5. VIOLENT CONDUCT WILL LEAD TO SUSPENSION FROM SCHOOL PENDING EXPULSION
6. DRUG ABUSE/POSSESSION OF ILLEGAL SUBSTANCES LIKE ALCOHOL, MARIJUANA, HEROIN, WILL LEAD TO SUSPENSION FROM SCHOOL PENDING EXPULSION
7. STEALING WILL LEAD TO INDEFINITE SUSPENSION FROM SCHOOL PENDING EXPULSION
8. USE AND POSSESSION OF CELL PHONES WILL LEAD TO INDEFINITE SUSPENSION FROM SCHOOL PENDING EXPULSION
9. INVITING/BEING ACCOMPANIED BY UNAUTHORISED PERSONS IN SCHOOL WILL LEAD TO INDEFINITE SUSPENSION FROM SCHOOL PENDING EXPULSION
10. MOCKERY OF ANY KIND WILL LEAD TO ONE FULL TERM OF SUSPENSION AND COUNSELLING
11. IMMORAL CONDUCT LIKE KISSING, INTIMATE RELATIONSHIPS, SEXUALLY RELATED OFFENCES, BET GAMES WILL LEAD TO ONE FULL TERM OF 3 LEARNING MONTHS SUSPENSION AND COUNSELLING.
12. SOLICITING AND LAUNDERING MONEY WILL LEAD TO ONE FULL TERM OF 3 LEARNING MONTHS SUSPENSION AND COUNSELLING
13. ASSISTING FRIENDS WHO ARE PUNISHED WILL LEAD TO ONE FULL TERM OF 3 LEARNING MONTHS SUSPENSION AND COUNSELLING
14. VANDALISM WILL LEAD TO ONE FULL TERM OF 3 LEARNING MONTHS SUSPENSION AND COUNSELLING AND REPLACEMENT OF VANDALISED ITEMS
15. POSSESSION OF IPADS AND LAPTOPS IS RESTRICTED TO ONLY THOSE TAKING COMPUTERS
16. EXAMINATION MALPRACTICE AT EITHER LOCAL OR NATIONAL LEVEL WILL LEAD TO ONE FULL TERM OF 3 LEARNING MONTHS SUSPENSION AND COUNSELLING.
17. DROPPING ANY SUBJECT WITHOUT AUTHORITY IS AN OFFENCE
18. MISSING CLASS REGISTRATION/REPORTING LATE FOR ANY SCHOOL ACTIVITY IS AN OFFENCE
19. MISSING LESSONS/PREP AND LOITERING DURING PREP/LESSONS WILL LEAD TO:
FIRST OFFENDER ---- 2 REAMS OF PAPER SECOND OFFENDER -----SUSPENSION
20. MISSING CONTINUOUS ASSESSMENT TESTS DELIBERATELY IS AN OFFENCE
21. POOR ACADEMIC PERFORMANCE (FAILING TO PASS IN 6 SUBJECTS AT GRADE 8, 10 AND 11) WILL LEAD TO IMMEDIATE FORCED TRANSFER.
22. REFUSING TO DO ONE'S DUTY OR PUNISHMENT
23. MAKING NOISE IN CLASS: IF A PUPIL APPEARS ON THE LIST OF NOISE MAKERS ON 4 DIFFERENT DATES THEN THE PUPIL WILL BE REQUIRED TO BRING EITHER TISSUE, COBRA OR MANURE

PLEASE NOTE THAT IF A PUPIL COMMITS AN OFFENCE ONCE THEN THE SECOND TIME IT WILL BE AN AUTOMATIC FORCED TRANSFER. NO DISCIPLINARY SITTING WILL BE REQUIRED.

SCHOOL MOTTO: HAVE A VISION

ACADEMIC SLOGAN:

Yours

LUNGU M (MR.)

HEAD TEACHER

APPENDIX D



LUBUTO SECONDARY SCHOOL

SCHOOL RULES

- 1.0 **OBEDIENCE TO AUTHORITY**
 - 1.1 It is absolutely important for all pupils to be obedient to school authorities. Arguments with monitors, prefects, support staff and teachers will **not** be tolerated.
Penalty: Manual work or as deemed fit by administrators
 - 1.2 The administration block is out of bounds for all pupils. The Head teacher must be seen by pupils only when it is absolutely necessary. The staffroom and staff offices are out of bounds to all pupils unless with permission.
Penalty: Manual work or as deemed fit by administrators
 - 1.3 Unruly and violent behavior within and outside school such as fighting, bullying, mockery, stealing, quarrelling, dodging, use of abusive language is a serious offence.
Penalty: Suspension and/or expulsion from school
 - 1.4 All illnesses and serious accidents must be reported immediately to the grade teacher, teacher on duty, HOD on duty or the deputy head teacher. Failure to report is an offence.
Penalty: Manual work or as deemed fit by administrators
 - 1.5 No pupil will be allowed to bring a radio, cell phone, head sets, camera or any electronic gadgets or dangerous weapons for prestige, pleasure or entertainment in the classroom or in the school.
Penalty: The item shall be confiscated indefinitely
 - 1.6 No pupil shall be allowed to play Solitaire or bring solitaire cards, or to play any related games in school or outside school.
Penalty: Suspension or as deemed fit by administrators
 - 1.7 No pupil shall be allowed to conduct business of any kind, in class or within the school premises
Penalty: Items being traded shall be confiscated indefinitely/ punishment/ suspension
- 2.0 **CARE FOR SCHOOL PROPERTY**
 - 2.1 Breakages, theft or damages of government property must be reported to the Deputy Head teacher, Head of Department (HOD) or Teacher on duty.
Penalty: Thieving pupils shall be expelled instantly while identified vandals shall replace damaged property
 - 2.2 No pupil should temper with electrical fittings, apparatus, or try to repair anything anywhere within the school. Any damages seen in school must be reported immediately to school authorities.
Penalty: Manual work and replacement of the damaged property
 - 2.3 Senior Pupils' toilets are located next to the school hall, while junior Pupils' toilets are located next to the library/rotary room. Misuse or failure to use the toilet correctly with utmost care shall attract punishment.
Penalty: Manual work.
 - 2.4 No stealing of taps, flexible pipes, cisterns, flashing systems and window handles or/and any other items from the toilets and classes shall be tolerated.
Penalty: Police arrest, court case and automatic or instant expulsion from school
 - 2.5 Writing on school wall, desks (graffiti), whether inside or outside the classroom, toilet shall constitute an offence.

1

Penalty: Buying 10litres tin of paint, 5litres tin of thinners, 4 roller brushes or permanent expulsion from school

- 2.6 Jumping over the wall fence is prohibited. All the learners are required to come in/go outside school using the main gate only.

Penalty: Culprit shall bring 2x 50kg pocket of cement, 5 wheel barrows of sand or an indefinite suspension

- 2.7 Sitting on top of tables or desks will not be tolerated.

Penalty: Manual work

3.0 GENERAL CLEANLINESS

- 3.1 All pupils must wear a clean, correct and full uniform: a dirty uniform will attract a charge. Failure to wear correct or full Uniform as required/ mandated by the school authorities is a chargeable offence.

Penalty: Manual work immediately identified

- 3.2 Adjustment of school uniform into a tight-fitting shirt/ pair of trousers/ skirt is a chargeable offence.

Penalty: Exclusion from class to go and re-adjust the uniform to correct size or length/ Punishment

- 3.3 All pupils must adhere to approved footwear, low heels or flat polishable school shoes. Hats/caps, bracelets, rings, earrings, necklaces, fancy belts etc. must not be worn in the school.

Penalty: The item/s shall be confiscated, thereafter manual work

- 3.4 No treated hair and fancy hair style or cuts will be allowed for both girls and boys (English cut is hereby recommended for boys). No hair extensions of any kind shall be allowed.

Penalty: School authority will send back home the culprit and report back after an hair cut/or Manual work

4.0 ATTENDANCE AND PUNCTUALITY

- 4.1 All pupils are expected to be punctual during all lessons and other programmed school activities and functions.

Penalty: Manual work or as deemed fit by administrators

- 4.2 All pupils are expected to be in class by 07:15 hours till the last period of the day/ till the end of PREP.

Penalty: Manual work

- 4.3 Dodging and absenteeism from lessons or any school programme shall not be condoned at all cost.

Penalty: Suspension or as deemed fit by administrators

- 4.4 Loitering within or outside school during lessons shall not be condoned. Any pupil on permission from class shall be expected to have a permission card from the class monitor, failure to produce a card when found outside class is a punishable offence.

Penalty: Manual work/ or as deemed fit by the administrators.

- 4.5 Failure to do any school work such homework, SBA, assignments, class exercise, preventive maintenance etc. assigned to any pupil will attract a charge.

Penalty: Suspension and/or expulsion from school or deemed fit by the school authorities

5.0 DRINKING LIQUOR, TAKING DRUGS, SMOKING & SNIFFING INTOXICATION SUBSTANCES (SUBSTANCE ABUSE)

- 5.1 Drinking intoxicating liquor, taking illicit drugs, smoking and sniffing intoxicating substances is strictly forbidden in and outside school.

Penalty: Suspension and/or expulsion from school/ referral to DEC for treatment / further action

- 5.2 All pupils must strictly refrain from entering taverns, bars or clubs. Any pupil found in a drunken state shall face disciplinary action.

Penalty: Suspension and/or expulsion from school / referral to DEC for further discipline and/ or treatment.

- 5.3 Any pupil who is found in possession of illicit drugs /selling illicit drugs while in school or outside school shall be charged. **Penalty: Suspension/ Expulsion/ Involvement of DEC for further disciplinary action**

6.0 **MORALITY**

- 6.1 All pupils must uphold acceptable moral standards in conformity with school rules.

Penalty: Manual Work and/or Counseling

- 6.2 Keeping and watching obscene materials on phone or magazine is a serious offence.

Penalty: Suspension from school for two weeks and/or counseling

7.0 **RIOTOUS BEHAVIOUR**

- 7.1 No rioting or violence in school. Avoid the following:

- (a) Fighting
- (b) Encouraging fighting
- (c) Rioting at school
- (d) Encouraging rioting
- (e) Insulting teachers or fellow pupils.

Penalty: Suspension and/or expulsion from school

8.0 **KEEPING THE CLASS ROOM OR OUTSIDE CLASS ENVIRONMENT CLEAN**

- 8.1 All pupils must ensure that their class rooms are swept and kept clean at all times. Throwing of litter, such as plastics containers, papers and other waste materials, will attract a charge.

Penalty: Manual Work

9.0 **COMMON SENSE**

- 9.1 Failure to apply common sense in grey areas is a punishable offence.

Penalty: Manual Work

10.0 **GENERAL RULES**

- a) Always keep left when walking around in the school.
 - b) Vernacular speaking in the school will **not** be condoned. Except during Zambian language lesson.
 - c) No littering in and outside the classroom. All classes must be left clean.
 - d) No eating in class before and after break/ during lessons or PREP
 - e) All books must be covered and kept neat.
 - f) Loitering will **not** be tolerated. All pupils must carry a class pass when going out of class during learning time.
 - g) Late coming to school and from break will **not** be condoned.
 - h) Trespassing will **not** be tolerated. Use designated areas or walk ways.
 - i) Wearing dirty, short or tight-fitting uniform will **not** be tolerated.
 - j) Absenteeism and dodging from class is a chargeable offence.
 - k) Failure to inform school authority on any reason for absenteeism will be deemed as Absent Without Leave
 - l) Moving around the school without wearing a necktie is a chargeable offence.
 - m) The pass mark for the school is **60%**. Failure to score this mark will attract a punishment.
 - n) Failure to write tests is a chargeable offence.
 - o) Screaming or shouting in the school will **not** be tolerated.
 - p) Only black socks will be allowed for boys. No white or half socks will be tolerated for boys.
 - q) Preventive Maintenance (PM) is compulsory. Failure to abide will attract a charge.
- Penalty: Failure to follow general rules will attract instant punishment : Manual Work or as deemed fit.**



APPENDIX E



CHIFUBU SECONDARY SCHOOL BOARD SCHOOL RULES

Once a pupil has entered school premises, s/he is under the supervision of the school. S/he shall comply with the school rules and regulations at all times.

- ✓ 1. All pupils must observe strict punctuality for all school programmes, failure to which stiff punishment shall be meted such as manual work and forced transfer.
2. All pupils must attend classes all the time and also must attend to class assignments, homework and tests without fail and ensure that their books and work are neat and tidy always.
3. Absenteeism from school programmes is a very serious offence. Being absent from school programmes for a day or continuously for not more than nine (9) days without producing a duly signed Note of Absence / Medical Certificate from responsible parties will attract severe punishment. However, continuous absence for a period of ten (10) days warrants dismissal from school.
4. All pupils must wear correct and clean school uniform at all times they attend School programmes in and outside school. A pupil failing to wear the proper school uniform runs a risk of being punished at any time without warning and s/he may expect to be sent home immediately to get properly dressed.
5. Cleanliness and personal hygiene is expected of all pupils at all times failure to which the culprit shall be punished.
6. Stealing, bullying, fighting, mockery, insulting, beer drinking, smoking, using or found in possession of psycho tropic substances are very serious offences, which warrant immediate suspension/ expulsion from school.
7. Riding of bicycles and driving vehicles beyond the school Car Park are strictly prohibited. Anyone found guilty will be severely punished.
8. Jumping over the boundary wall is a very serious offence. Offenders will be severely punished.
9. Possession of and use of cellular phones or other electronic devices (except calculators and watches) within school and classrooms is prohibited. Failure to comply will result in confiscation and forfeiture of the said devices. These will never be returned.
10. Members of Staff, Support Staff, prefects and all levels of leadership must be accorded respect, failure to which appropriate punishment shall be meted.
11. Application for transfers can only be made by parents or guardians upon a child after being cleared.
12. Eating and/ or drinking in class is not allowed. Failure to comply will result in confiscation of the food and the culprit made to do manual work.
13. Pupils must get written permission from parents or guardians before they can be allowed to attend funerals/ co – curricular activities.
14. Every pupil must belong to at least one club. Sports is compulsory unless with a Medical Report indicating the illness.
15. All pupils must do the test/homework assigned by their teachers failure to which parents/ guardians will be summoned.
16. The following are **not** permitted:

GIRLS:

- (a) Hair perming or dying of any sort e.g. wet look, soft perm, braids, over blowing, etc.
- (b) Painting of nails and/ or lips.
- (c) Tweezing and / or painting of eyebrows.
- (d) Fancy earrings or wearing jewellery.

APPENDIX F

LIST OF QUESTIONS FOR STAKEHOLDERS:

PUPILS, TEACHERS, HEAD TEACHERS AND PARENTS

FOR PUPILS

- 1. How were the school rules communicated to you?**
- 2. Do you understand the School rules given to you?**
- 3. What rules do you not agree with and why?**
- 4. What happens when you break these school rules?**
- 5. What kind of punishments are given for those who break the school rules?**
- 6. Have you ever taken part in the formulation of the school rules?**
- 7. Have you ever been before a disciplinary committee?**
- 8. Do you think the discipline in you school is fair and effective?**

If Yes, explain why you think it is fair?

If No - how best do you think discipline should be handled in your school?

FOR TEACHERS

- 1. Does your school keep copies of the school rules?**
- 2. How often are these school rules revised?**
- 3. Who is responsible for the formulation of these school rules?**
- 4. How are school's codes of conduct formulated?**
- 5. What documents are used as a guide to formulate codes of conduct's and school rules?**
- 6. Do the schools codes of conduct clearly state what offences are not allowed and what punishments will be given for failure to comply?**
- 7. When decipling pupils what procedures do you follow?**

8. What challenges do you face in administering punishment or taking disciplinary measures against pupils who break the rules?

9. What do you think can be done to instill discipline in your school?

HEAD TEACHERS AND ADMINISTRATORS

1. Does the school have a copy of the school rules? Are these rules clear?

2. How often are the said school rules revised? When were the school rules last formulated and revised?

3. Who is responsible for making school rules?

4. What form of guidance does the school administration use in the formulation and application of school rules?

5. Who is responsible for handling disciplinary cases?

6. What disciplinary strategies does the school board use when administering discipline?

7. After the abolishment of corporal punishment what kind of punishment do you administer for particular offences that go against school rules?

8. Who decides what punishment is given to pupils for indiscipline? And what procedure is used for disciplinary hearings?

9. What education Principles are used to formulate disciplinary measures- do they relate to positive or negative reinforcement?

PARENTS

1. As parents with children in this school are you consulted when the school drafts or reviews its code of conduct?

2. Do you have a copy of the schools rules your child is expected to follow at this school?

3. As parents are you given a chance to hear/sit through disciplinary hearings?

4. What do you consider as fair and effective disciplinary approaches for pupil's post- abolition of corporal punishment?

APPENDIX G

 **PLAGIARISM
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SCHOOL OF LAW

AN APPRAISAL OF SCHOOL RULES FROM SELECTED PRIMARY AND SECONDARY SCHOOLS IN NDOLA DISTRICT

By

NATWANGE NKONDE MAMBWE

HRM20221416

An obligatory essay submitted to the University of Lusaka in partial fulfillment of the requirements for the award of the Bachelor of Laws (LLB) Degree

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APPENDIX H



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SCHOOL OF LAW

L400B / Dissertation II – DIRECTED RESEARCH (OBLIGATORY ESSAY)

RESEARCH CLEARANCE FORM

NAME: NATWANGE NKONDE MUMBE STUDENT NUMBER: HRM20221416
 SUPERVISOR: DR KAPAMBWE LUMBWE TOPIC: AN APPRAISAL OF
SCHOOL RULES FROM SELECTED PRIMARY AND SECONDARY
SCHOOLS IN NDOGA DISTRICT

Stage	Supervisor's Comments	Supervisor's Signature & Date	Student's Signature & Date
Research Proposal	Make corrections as advised and proceed.	<u>KLW</u>	<u>Natwange</u>
Chapter 1 – Introduction	Proceed as guided.	<u>KLW</u>	<u>Natwange</u>
Chapter 2 –	Work on the theories of teaching and punishment	<u>KLW</u>	<u>Natwange</u>
Chapter 3 –	Proceed as guided	<u>KLW</u>	<u>Natwange</u>
Chapter 4 –	Check all references and proceed	<u>KLW</u>	<u>Natwange</u>

Chapter 5 – Conclusions & Recommendations	Proceed as guided and review all sections	KUN	Haar.
Abstract, Table of Contents, Bibliography and Appendices	Proceed as guided	KUN	Haar.
First Draft	Proceed	KUN	Haar.
Second Draft	Proceed	KUN	Haar.
Final Draft	Ready for Submission	KUN	Haar.

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