

**AN INVESTIGATION INTO THE CAUSES AND EFFECTS OF STUDENT
DISCIPLINARY PROBLEMS IN COMMUNITY JUNIOR SECONDARY
SCHOOLS OF BOTSWANA**

A mini dissertation submitted in partial fulfilment of the requirements for the degree of

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School of Postgraduate Studies

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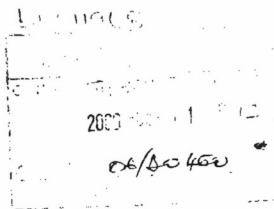
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DEDICATION

This research is dedicated to my family, colleagues and the schools for the support that they gave me during the restless days of studying at the university. For without their love, support and encouragement I would not have made it. May God be always with them.

Your inspiration has been great. Thank you.

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ABSTRACT

The researcher intended to establish the types of student disciplinary problems in Gaborone Community Junior Secondary Schools as well as ways of combating these problems.

The opening chapter states the problem, purpose of study and also provides background to the problem. Data was collected from teachers and the students using questionnaires. All in all sixty (60) subjects were used to collect data. The other chapter that has substantially enriched the project is chapter two. The third chapter explains the methodology used in this research study. Chapter four is about data presentation, analysis and interpretation and lastly the recommendations, which close this study, are provided to help the authorities.

The research shows that theft is a major student disciplinary problem in Community Junior Secondary Schools. The other disciplinary problems are destruction of school property, disrespect to teachers, disruption of classes, drug abuse, insults, refusal to take instructions and truancy. These problems result in low academic performance, disruption of school programme, juvenile delinquency and limited or no future for these teenagers. The research shows that the major cause of these problems is peer pressure. The other factors that contribute to the disciplinary problems are poor administrative policies, lack of teachers' commitment to their work, media influence and collapse of extended family structure.

STATEMENT OF ORIGINALITY

The author at this University of North-West between January 2004 and January 2006 completed the work contained in this supervised research essay. The work is original and all the sources used have been indicated and acknowledged by way of references.

Student's signature

Date

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE PROBLEM

1.1 Background to the study

The disciplinary problems of learners are a growing phenomenon, which cause a great concern to Botswana society. Every year official announcements and reports are made during the schools' annual Prize Giving ceremonies about the progress the schools have made. It is here where guests, parents and teachers always lament about student disciplinary problems and call for ways of combating them. The media, especially newspapers, have carried a number of articles about student disciplinary problems. In 2001, a member of public was in the front pages of local newspapers bleeding profusely after having been bashed in the face by some rowdy Gaborone Secondary School students (Midweek Sun 2001:3).

Some schools in Botswana have experienced riots and these have resulted in the destruction of property (Midweek Sun 2001:3). Students vandalise school property and loose books, which results in high expenses. As a secondary school teacher for 14 years, in the schools that I have taught, there has been an increase in the number of visits by law enforcement officers to question students about some criminal activities they possibly participated in. Truancy and absenteeism are yet other problems. As a Head of Department Pastoral, I have attended many cases of student disciplinary problems. My concern is that these problems are growing at an alarming rate.

The Director of Secondary Education, Mr Motswakae has on behalf of the Ministry of Education, also expressed concern over the growing incidents of students' indiscipline. Motswakae (2001:1) warned through 24 January 2001 circular savingram referenced SE4/1/2AI (2) that; "*These cases of gross misconduct and indiscipline are not conducive to a positive teaching and learning environment and thus negatively affect the quality of education provided by the schools*".

In his speech Mr Seretse, the Chief Executive of Botswana Housing Cooperation at Marang Community Junior Secondary School fundraising on 12 August 2005, expressed concern that, "*In the recent years the country has seen a deteriorating indiscipline in our schools where school properties have been vandalised and at times burnt to ashes*". Mr Seretse further said that there has been an increase in drug abuse and development of

gangsterism in our institutions of learning. All these negative developments can work against the parents and teachers' efforts of seeing better results (www.gov.bw).

The disciplinary problems have spread so widely that other countries equally affected in the continent of Africa include Ghana, Nigeria, Uganda, Kenya, Tanzania, and Zimbabwe and so forth.

This problem of student indiscipline is a thorny issue to parents, teachers, government and the stakeholders. Teachers blame parents for the bad behaviour of their children. On the other hand, parents blame the school authorities saying teachers are the ones who fail to instil discipline into their children. The parents also blame Child line Organisation and the government saying they are overprotective and this explains why children do as they please. All these point to the seriousness of the issue. This also calls for urgent attention by teachers, parents and stakeholders to investigate the causes and effects of student disciplinary problems as well as the intervention strategies to combat these problems.

According to Ferron (1994:225) educationalists and psychologists are convinced that there has to be a reason for a child misbehaviour whether inside or outside the classroom or out of the school. Ferron (1994:226) also points out that all delinquent acts have a cause and that cause is certainly not the sheer obstinacy of human nature. Nobody is born bad or evil. Ferron (1994:226) further reports that according to French Philosopher, Rousseau, human beings are born good and are corrupted by the society. Other psychologists such as Albert Bandura believe that students resort to bad behaviour because of the way they have been treated by the society, that is, their parents, teachers, other adults and their peers. They often gang up and flout the authority in order to get their own back on the society (Mwamwenda 1995:210). This also emphasises the need to search for the causes and effects of student disciplinary problems wherever they may occur. This can be done by:

- Making children responsible for their behaviour as far as possible
- Identifying their needs so that they can be satisfied
- Providing experiences that can stimulate and reward them intellectually
- Establishing and maintaining of constructive interpersonal relationship with them (Ferron 1994:227).

The Ministry of Education, in Motswakae (2001:1) says that it has regulations governing conduct of students and safeguarding their welfare. The ministry however regrets that despite having a regulatory document in place cases of student indiscipline and wanton vandalism of school property are on the increase.

1.2. Statement of the problem

In Gaborone, the capital city of Botswana, disciplinary problems of learners in secondary schools are a growing phenomenon and this is the cause of concern to both the authorities and the community (Midweek Sun 2001:3). Delinquent behaviour of learners is characterised by theft, fights, bullying, abusive language, disrespect towards teachers, vandalism all of which prove to be annoying and embarrassing to all the concerned. The media, especially the newspapers have published articles about student disciplinary problems (Mmegi 2002:2). The researchers' concern is to find out the types, causes and effects of student disciplinary problems as well as the intervention strategies to combat these problems.

1.3. Significance of study

This study of causes and effects of student disciplinary problems is significant in that the findings will put the authorities, parents and other stakeholders in a better position to strategise accordingly in an attempt to curb student disciplinary problems in Gaborone and other places.

1.4 Objectives of study

1.4.1 Overall Objective

The purpose of this research is to investigate the types of student disciplinary problems and their causes in Community Junior Secondary Schools (C.J.S.S.) in Gaborone. The study also seeks to investigate the effects of the student disciplinary problems as well as strategies that could be used to overcome or minimise these disciplinary problems.

1.4.2 Specific objectives

The objectives of this study are to find out:

1.4.2.1 The types of student disciplinary problems in Community Junior Secondary Schools (C.J.S.S.) in Gaborone

1.4.2.2 Causes of student disciplinary problems in C.J.S.S. in Gaborone

1.4.2.3 Effects of student disciplinary problems in C.J.S.S. in Gaborone

1.4.2.4 Strategies that could be used to solve these disciplinary problems

1.5 Hypotheses

The study is based on the hypotheses that;

1.5.1 Vandalism in schools is the main type of student disciplinary problems.

1.5.2 School administrative policies contribute to the disciplinary problems in schools.

1.5.3 There is a significant positive relationship between students' bad behaviour and teachers' lack of commitment on their job.

1.5.4 There is a significant positive relationship between student disciplinary problems and low academic performance.

1.6 Clarification of Concepts

1.6.1 Disciplinary problems

Disciplinary problems refer to indiscipline. Indiscipline is infectious by nature. If left unchecked, it can spread very quickly, particularly among young people. Indisciplined pupils can become rude, rowdy, aggressive, rebellious underachievers who fail and sometimes drop out of school (Aobobe, Bagwasi & Ojang 1999:52).

Indiscipline is the same as lack of discipline. When a person is not self-disciplined, it becomes difficult for him/her to achieve his/her goals in life. Self-discipline is about making sacrifices in order to achieve our aims and it is important for people to exercise

self-discipline while still at primary schools (Aobobe, Bagwasi, Ojang & Mphele 2003:12).

The following are some of the things a person who lacks self-discipline is likely to get involved in:

- Breaking school rules
- Hurting other people
- Being rude to others
- Destroying property
- Refusing to do school work (laziness)
- Truancy (Aobobe, Bagwasi, Ojang & Mphele 2003:12).

Disciplinary problems therefore refer to untruthful, dishonest and impolite behaviour that make it difficult for learning to take place.

1.6.2 Discipline

Discipline means training aimed at producing ordered and controlled behaviour (Aobobe, Bagwasi, Ojang & Mphele 2003:19).

A disciplined person is orderly, responsible, diligent, sympathetic, cooperative, honest, and considerate and always tries to do what is right and good (Musaaazi 1982:181). Discipline in schools refers to functioning of the school according to what the school authorities consider as the rules of proper conduct and orderly action (Datta, 1984:202).

Disciplined pupils are well controlled, well ordered, organised, or trouble free (Wilson & Cowel 1990:22).

Discipline as used here connotes orderliness. Orderliness is essential for good learning in schools.

1.6.3. School

A school is an institution for educating or giving instruction, for children under 19 years (The Concise Oxford Dictionary 1995:1235).

A school refers to a place where children go to be educated (Oxford Wordpower 2000:585). A school is a place where teaching is done especially of pupils aged 5-18 (The Oxford School Dictionary 1990:455).

A school as used in this research refers to a learning institution or a place where children receive their education. A school in all respect refers to a secondary school. The chief role players here are teachers and the students.

1.6.4 Adolescent

Adolescent is a person who is no longer a child but not yet an adult, someone who is growing towards adulthood. Most Western societies consider a person to be an adolescent from 13 to at least 18 years of age. In these societies adolescents roughly correspond to the teenage years (Nault, 1992:206)

According to Brown (1993:52) an adolescent is a person who has reached the state or period of growth from the onset of puberty to the stage of adult development.

For the purpose of this research an adolescent as used here refers to someone who is no longer a child but in between childhood and adulthood (13-18 years).

1.6.5 Attitude

Louw and Edward (1998:74) say that Fishbein and Ajzen (1995) define attitude as the general feeling (ranging from positive to negative) or evaluation (good/bad) a person has towards self, other people, objects or events.

Attitude refers to someone's opinions or feelings about something especially as shown by their behaviour. This also refers to negative feeling and inappropriate behaviour (McMillan English Dictionary for Advanced Learners 2002:76).

For the purpose of this research attitude refers to a proud way of behaving that some people consider rude.

1.6.6 Authority

Authority refers to power and right to give orders and make others obey (Oxford Wordpower 2000:37).

Authority means the power or right to enforce obedience (The Concise Oxford Dictionary 1995:83)

A person in leadership has the power to make decisions, take action or issue orders to other people who are his subordinates. Such a person has dominion over other people.

Authority as used here connotes power and the right to enforce obedience.

1.6.7 Punishment

Punishment leads to a decrease in a specific form of behaviour. It is the act of causing pain, Suffering or loss that serves as retribution (Louw and Edward 1998:252). It is unpleasant consequences that follow behaviour (Ferron 1994:232).

For the purpose of this research punishment means making someone suffer from something they have done wrong for example beating, withdrawal of privileges and reprimanding.

1.7 Research delimitations

This study covers Gaborone schools only where the disciplinary problems are reported at an alarming rate. The findings of the research outcomes are solely applicable to the investigated schools within the South Central Region.

1.8 Research limitations

Financial constraints- The researcher had a problem with money as she had to move around distributing, collecting questionnaires as well as printing this documents.

Time factor was definitely a limitation since this research was running concurrently with course work and there were other assignments that the researcher was doing. The findings of the outcomes of this study cannot be generalised to other towns or areas of Botswana due to the following reasons:

- Sample size of sixty (60) people is not adequate for generalisation.
- The situation in Gaborone may differ from other towns or areas.

1.9 Theoretical perspective

According to the functionalist perspective if society is to continue, certain tasks must be accomplished. If they are not, the society may disintegrate or change its form substantially. Prerequisites such as socialisation of members into ways of society and effective social control over disruptive behaviour have to be met (Sullivan, 1980:20, 572).

1.10 Ethical considerations

1.10.1 Informed consent

A letter was written to the selected schools to sought permission to use both teachers and the students as respondents of this study (See appendix 7.4). The participants were informed about the aim and intentions of the study.

1.10.2 Confidentiality

Ethical considerations were taken into account along side the design and execution of the research. Research often requires that people reveal personal information about themselves – information that may be unknown to their friends and associates, therefore no one should be forced to participate and have their information revealed to others (Babbie, 1986: 451-456).

The researcher is aware of the following ethical considerations:

- Professionalism – that is, the researcher is aware of all copy right conditions and also acknowledged works quoted to avoid plagiarism.

- The society must not be misinformed and their values must be respected.
- Anonymity - the sources were withheld for protection purpose.

1.11 Synthesis

This chapter discussed background to the study, statement of the problem, significance of study, hypothesis, clarification of concepts, research delimitations and limitations, theoretical perspective and ethical considerations.

Chapter 2 will focus on literature review.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher discussed topics such as the importance of discipline, common types of student disciplinary problems, causes of student disciplinary problems, disciplinary problems in other countries, effects of student disciplinary problems, the development of self discipline, how to combat student disciplinary problems, moral values, the philosophy of botho (humane behaviour) and what the Bible says about discipline.

Other studies related to this issue were reviewed to find out how much has been done to the disciplinary problems in Botswana and other countries. This literature was drawn from journals and books. Government policies and positions on youth were discussed too. The contribution of the media and previous researchers were also noted.

For years, lack of discipline has been cited as a major problem facing the schools. Parents who move their children to private schools give as their main reason the desire for better discipline (Woolfolk, 1980:9). The term discipline means to teach or train someone to behave and act in a way that will encourage him or her to grow and develop. Learning to be disciplined is a gradual process, which begins when one is a baby and continues throughout one's life. People learn about discipline from the examples set by other people. This form of training develops self-control and character, orderliness and efficiency. This also implies controlling oneself, his or her desires, actions and habits (Aobobe, Bagwasi, Ojang & Mphele 2003:11).

2.2 The importance of discipline

Discipline touches many aspects of our lives. Parents teach and encourage their children to be disciplined members of their families and communities. The schools have rules to help school activities and lessons run smoothly and to encourage people to become responsible, and disciplined members. In a society there are laws that guide people and without these laws there will be chaos everywhere. "Without these laws, there would be

chaos in towns and cities, in public places and on roads. We would not be safe, and our homes and belongings would be threatened” (Aobobe, Bagwasi & Ojang 1999:47).

In a learning school, students are expected to bring to their community not only their practical and academic knowledge, but also their knowledge of good number of rules about; how to get along with others, how to work effectively, how to plan the day, how to be punctual and how to wait for one’s turn. This explains that one of the reasons why children go to school is to learn to become disciplined enough to be able to live harmoniously with other people when they grow up. By learning to follow rules and regulations at school, children are also learning to follow both the written and unwritten rules and regulations of the community and society in which they live in and are going to live in as adults. Education is going to develop them good habits that they do not have to be reminded to do things that they are expected of them. The people will be able to recognise and accept that they are part of their community. They will:

- accept their individuality
- understand that the standards of behaviour set by their community are there to protect the interest and rights of the community as a whole and the individual rights of the community as a whole
- Have self-respect and respect for others (Aobobe, Bagwasi, Ojang & Mphele 2003:14).

2.3 Types of student disciplinary problems

2.3.1 Alcoholism and drug abuse

Adolescent alcoholism and drug abuse are a major problem encountered by physicians, psychologists, counsellors, teachers, juvenile workers and other professionals dealing with teenagers. According to Ebrahim (1994:274), a sharp increase in adolescent abuse of drugs started during the late 60’s and 70’s when young college students adopted marijuana. He further says that the estimated number of teenage alcoholics in the world is 3 million.

Alcoholism and drug abuse affect the teen’s personality in terms of aggression, passivity, learning psychological function, learning, energy levels and prevalence of criminal behaviour to support their drug habit (Ebrahim 1994:273). Some of the main reasons

given by teenagers for their interest in drug or alcohol abuse include; an increase in their ability for closeness and opening up, a sense of well being , power and opening of the mind to numerous thoughts and new possibilities, love, affection and acceptance of each other. Their sense of closeness from peer acceptance goes along with feelings of energy, happiness, freedom, sensuality and loss of pain (Ebrahim 1994:279). This is also emphasised by Burns (1991:66) when he says,

“Our society is a drug culture. We thrive on caffeine. Headache tablets nicotine and alcohol. It is no wonder that many adolescents abuse drugs. The parental generation are models with whom they can identify”.

Burns (1991:66) further says that most drug taking by adolescents is due initially to curiosity, a desire to make an impression , boost self image, appear grown up, become popular, or/and seen tough. The adolescents are generally ignorant about the real and long-term effects of abusing drugs. John (1980:108) states that:

“Drinking may be used as a test of loyalty to peer groups precisely because it is discouraged by adults...”

The Ministry of Education Circular Savingram dated 24 January 2001, entitled “*student indiscipline in secondary schools*”, in Motswakae (2001:1) pointed out that the Ministry of Education has received information about students being involved in the use of habit forming substances, theft, rape and use of dangerous instruments against fellow students as well as threats to beat teachers and refusal to take instructions.

There is a story in Mmegi (2003:19) entitled “*Kgoroba attends Kang memorial service*” This was about Matsha College students in Kang village in Botswana, after drinking methanol and ethanol acetate that they had stolen from the Biology and Agriculture laboratories. The newspaper reports that in this tragedy, eight boys died after taking the chemicals. According to the newspaper several students were admitted to various hospitals in serious conditions and others had gone blind. About 14 students were in critical conditions and were flown to Gaborone Private Hospital where five of them were taken to intensive care unit, 22 were admitted in Hukuntsi Primary hospital, while 34 had been discharged.

2.3.2 Aggressive behaviour

Aggressive behaviour is displayed inside and outside the school. This behaviour disrupts normal learning process and it is usually directed to fellow students and occasionally to teachers. Twinford (1984:82) reports that common examples of aggressive behaviour include hitting, pinching, yelling, pushing and so forth.

There is an article in Mmegi (2002:2) entitled "*Parents order whipping of Masunga Senior Secondary school students*". This was about five male students who were given five lashes each for issuing threats. Parents made this decision after an urgent meeting called by headmaster. According to the newspaper report, the headmaster had reported a case of threats after notes were put up on the notice board at school. Apparently, the threats were triggered by the death of a 19-year-old form five student who committed suicide after a fight at school. The report further says that, according to Masunga police station commander, Hendrik Mmipi, the deceased had earlier engaged in a fight with a form four student over a plate. The deceased had borrowed a plate from the junior and had not returned it. So when the owner demanded it, a fight broke out. He said the teachers separated the two but the deceased still remained aggressive. He was told to bring his parents, but he never went back to the school as he committed suicide in his parent's home in Mbalambi using an electric wire.

The students blame their headmaster for the death saying that the decision to send him home was unfair. The students then threatened to strike. They wrote notes and put up one next to the supplies block adjacent to the administration. One of the notes reads thus, "*Attention: don't think we are silent, we want him back. No school today*". On discovering the notes, teachers were sent to search the students' hostels where they found offensive objects such as screwdrivers, knives and broomsticks. The headmaster sent students home to call their parents. They were displeased with their children's behaviour and a decision was taken. Each child was lashed five strokes and went ahead with classes (www.corpuri.com/bws).

2.3.3 Defiant

Some students refuse to obey orders or to carry out certain tasks assigned to them by the authorities. Midweek Sun (2001:03) carried a story entitled "*students unleash terror on teachers*". This story was about a defiant student. The newspaper says that the teacher

gave the student the options of either submitting the assignment or leaving the classroom. The student refused to take any of the options. These kind of students abuse teachers verbally and the non verbal resistance include foot stomping which is done with the intention to annoy teachers and cause disruptions.

Disciplinary problems have always been a concern for those who deal with children and youth. Purvis (1976) as quoted in Irwin and Hyman (1997:13) has a list of misbehaviour which include; insolence towards school personnel, stealing, smoking, drug use, fighting or attacking school personnel, defacing and vandalism of school property, gambling, petting, rudeness, leaving class or school without permission, not bringing required instructional materials, possession of weapons and cheating.

2.3.4 Insults

Midweek Sun (2001:03) gave yet another horror story on student disciplinary problems about students at Mphuthu Community Junior Secondary School in Letlhakeng Kweneng district who insulted and beat up their teacher. The teacher who related the story was quoted in the newspaper saying; "Recently after a student kicked a teacher on the thigh, his response when questioned by the administration was simple, 'ke mo fusitse ke ne ke re ke moraga dithekgwe'" (I missed; I wanted to kick his balls).

Common disciplinary problems include coming to school late without books, failure to do home work, leaving classroom without permission, leaving school before time, bunking, class disruption and uncooperativeness, student refusal to respect authority and rules of the school, rudeness, defiance, insults and ridicule. He pointed out that these have a negative impact on students' academic performance (Zimba 1996:208).

A study conducted by Kaplan and Machr (1999) with six- grade middle school students suggest that 'mastery and performance' are related to student indiscipline within the classroom. The classroom disruptive behaviour in this case included teasing, talking, out of turn, getting out of one's seat and disrespecting others (Kaplan 2002:192).

From some of the school prospectus reviewed for example Tlokweng Community Junior Secondary Schools (CJSS), Tlogatloga (CJSS), Motswedi (CJSS), Marang (CJSS) and Bokamoso (CJSS) it showed that schools are concerned with vandalism, drug abuse, and use of abusive language, insolence, disobedience, carrying dangerous weapons and

truancy (School Prospectus 2003:2). The most common form of punishment in the schools is weeding, sweeping, paying for the damaged property, suspension and expulsion. The prospectus in all the above-mentioned schools is issued out at the beginning of each year to all form one students and their parents. One other important aspect of the prospectus is the contract between the school, parents and the prospective student where they all sign and agree on a number of issues.

2.4 Causes of student disciplinary problems

Bear and Cameron (1998) as quoted in Kaplan (2002:193) states that in the past disruptive behaviour has been viewed as a characteristic of the individual student resulting from a deficiency in the teachers' skills of classroom management or as a combination of these factors. There are other emerging trends today that are associated with causes of student disciplinary problems.

Miller (2002:28) says that there is a general believe that parents are responsible for students' misbehaviour. They say, "Investigations have repeatedly shown that teachers view parents and home circumstances as being the major cause of pupil misbehaviour in schools". In a study that Miller conducted on 18 junior schoolteachers, it revealed that the home was the breeding ground for student indiscipline. There are some parents who interfere with what teachers do at school for example they refuse when teachers punish their children or they criticise teachers in the presence of their children. The researchers say that the problem becomes complicated if the students believe more in their parents than teachers do.

Student disciplinary problems could also emanate from maltreatment of the child at an early age. This includes for example sexual abuse, emotional abuse, physical abuse and neglect. The patterns of aggressive behaviour become apparent when a child reaches the age of eight. A professional commitment made by Child-line Botswana (a non-governmental organisation) says, "*The problem could be from the child's home. He could be venting anger on teachers as an excuse for frustrations from elsewhere*" (Miller 2002:28).

The problem of student non-compliance in secondary schools is complex and multifaceted. Unquestionably, the ravages of modern society – the poverty, violence, the drugs

and the breakdown of families and values of mutual respect contribute to the problem (Levinson: 1998: 612).

There is a belief that constant issuance of instructions to the youth can also cause resistance and this could be construed as indiscipline. The Botswana National Youth Council in Botswana National Youth Charter (2000:5) states that:

“Instead of issuing instructions to the youth all the time trust and empower them to take responsibility of their actions so that they can have better control over their destiny”.

Again, the youth say that they avail themselves to the society as partners in the development and that they have power to make decisions that affect their lives. They say that they can produce good results as long as being given the necessary resources and guidance.

According to Farmer (2000:611), aggression is a common and sometimes socially valuable tool for children as they negotiate their social worlds. This is an indication that some students see aggression necessary. Teenagers like to engage in physical games to demonstrate their physical superiority. Student indiscipline could also be caused by the teachers' attitude towards learners for example late coming, lack of preparation, incompetence and lack of commitment in one's job.

Mimegi (2004:3) carries an article entitled *“Research blames corporal punishment for school drop-outs”*. This blamed corporal punishment saying it is a major problem that makes schooling less appealing to them. Students express fear and nervousness in classrooms with stick wielding teachers. According to Polelo from University of Botswana, Department of Educational Foundations, teachers indirectly perpetuate the spate of violence in both schools and the society. He also said that teachers are caught up in a cycle of violence. They are regarded as role models and their use of the cane may be contributing to the growing culture of criminal violence in society (www.corpun.com/bws).

The media as a powerful influential tool also contribute to student indiscipline. The students get exposed to violence that is on television, movies and videos and they apply such violence in their relationships.

During the interviews which were conducted in August 2003 with head teachers of Community Junior Secondary Schools (C.J.S.S.), head of pastoral Theology at Mogoditshane CJSS, Lesego Koketso expressed concern about the issue of misbehaviour among students. She said the problem needs to be addressed urgently.

There are so many steps that we can take as Botswana and the root cause is alcohol. Students drink dangerous chemicals in order to get intoxicated and as teachers, I feel parents together with the stakeholders must stand up and talk the same language (www. Corpun.Com/hws).

2.5 Disciplinary problems in other countries

2.5.1 Liberia in Africa

In Liberia, British Broad-Casting Corporations (2001:1) in www.corpun.com/iiirs.htm reported an incident in which President Charles Taylor administered publicly 10 lashes to his daughter, Edena, who is 13 years old after the school suspended her for indiscipline. The story is entitled "*President Taylor's action breaks Education Ministry*". The girl was made to lie flat on a table, face down before her classmates to receive the strokes. It was reported that the president wanted this to serve as an encouragement to all parents, teachers and guardians to instil discipline in students who may appear to be uncontrollable. The President was quoted saying, "*I have the responsibility not only for my children but all children in the country to ensure that the responsibility of nationhood will be passed on to reliable custodians*". The president blamed the schools for not doing anything on the increasing number of disciplinary problems.

2.5.2 Malaysia in Asia

The British Broad-Casting Corporation (B.B.C.) also reported about the officials in Malaysia that they have a hard time following a series of assaults involving students in various schools. There was an incident that took place in mid May in which the police in Butterworths in mainland Penang state arrested 14 teenage schoolboys who had assaulted 4 of their classmates. "*These boys are not doing things individually at the spur of the moment. They are doing things in groups. They organise and plan.*" said official Ravinder Singh (www.corpun.com/iiirs.htm).

Another incident took place at Ipoh city, north of Kuala Lumpur. A 17-year-old student, Mohammed Razin was seriously assaulted for 4 hours by 16 schoolboys who were his classmates until he became unconscious. He had bruises all over his body and his doctor said there might be some internal bleeding. The boy was accused of having stolen some money (100 ringgit about \$26) from class fund (www.atimes.com/se_asia/bfo8aeol.html).

In another incident a 14-year schoolboy was found unconscious in Alor Setar, the capital of northern Kedan state after his classmates assaulted him. Again in Sungai Petani in Kedan state two teenage pupils outside their classroom led to a bloody battle involving 40 of their schoolmates. The boys used bricks, bottles, screwdrivers, sticks and chairs to fight one another on school premises and three students sustained injuries to their heads and bodies. The police came rushing and ended the battle by detaining 30 students (www.atimes.com/se_asia/bfo8aeol.html).

According to the reporter Ravinder, the problem of indiscipline is quite wide spread and it is affecting many schools in major towns because teachers were barred from using the cane and were instead expected to counsel problem pupils in school or send them to the principal. Ravinder also reported that the School Heads, District Education Officers and probably even those in the state education department knew what was going on but failed to give feedback to those at the top. He said that the officials did not want to show that they had problems in schools, as this would tarnish their image (www.atimes.com/se_asia/bfo8aeol.html).

2.6 Effects of student disciplinary problems

There is an article quoted in Israel, Mangope, Matsheka and Paya (2000:16) that describes the disciplinary problems experienced by the Molepolole residents in Kweneng district. The article entitled "*Rehabilitate, don't punish*" was adapted from the Botswana Guardian (1999:1). It reports that in most villages and towns of Botswana people live in fear of hooligans who call themselves names like "Maspotis", "Makgaola Seven" and others. It reads:

In Molepolole, when "Maspotis" unleashed terror on innocent residents for no reason, a vigilant unit (mophato) was mounted to patrol the village in the evenings. This seems to have worked although there was

controversy surrounding its operations. The causes of this problem have to be established before thinking of how it can be addressed. The causes are likely to be lack of discipline, lack of recreational facilities, poverty, unemployment and alcohol abuse (Botswana Guardian 1999:17).

Correctional structures are necessary to promote the welfare and security of people as well as diverting these youngsters to more constructive activities to enable them to achieve their potential and become responsible citizens. This calls for rehabilitation centres, instead of prisons because prisons change the committed offender but the change is more likely to be negative than positive. Delinquency prevention and control efforts will actively involve the community. The Youngsters also need to be trained to get either self or formal employment. This will prevent them from idling in the streets. *“The government should also align the school curriculum with career education and increase the scope of counselling and supportive service” (Israel, Mangope, Matsheka & Paya 2000:16).*

Aobobe, Bagwasi and Ojang (1999:52) report another major effect of indiscipline as the behaviour that destroys respect for other people. Undisciplined pupils tend to be self-centred. They think only of themselves and have no regard for other people. Such pupils may for example disrupt lessons and refuse to obey the school rules and regulations. Undisciplined pupils also tend to be lazy. They put off tasks and neglect their responsibilities. This in other words means that they are not able to take full advantage of all the facilities and activities provided by their schools (Aobobe, Bagwasi & Ojang 1999:52).

People who lack self-discipline do not obey school rules and regulations and they do what they want. They tend to think that by missing classes or being rude to people older than them, they are brave and superior while in reality they are deluding and depriving themselves of essential school education. The expectation is that when the students enter the community they should function as productive citizens with due regard for the rules of that community. Being in a school gives one an opportunity to develop a healthy and responsible sense of discipline. In most cases, those students who ignore this important aspect of education experience problems when they leave school and have to integrate into the society. The following may come as the result:

- Punishment
- Possible suspension or expulsion from school, along with loss of future educational opportunities
- Difficulty fitting into the community
- Poor performance in the class and examinations
- In the long term, a general failure to succeed in life

(Aobobe, Bagwasi, Ojang & Mphele 2003:14).

According to Twinford (1984:83) failure to discipline a child both at home and school could result in an increase in juvenile crimes, drug use, violence and other social vices. The discipline is therefore meant to discourage or wean the students from these vices.

The Midweek Sun (2001:3) article analysed Mputhe's Junior Certificate examination results and associated the poor results to the students' indiscipline. The article explains further:

However, while they are among the top in the ranking of misconduct, Mputhe C.J.S.S. students are at the bottom in academic achievement grading. According to the latest Junior Certificate examinations results table, the school is at the bottom of all the schools in the region. Teachers attribute this dismal performance to the growing lawlessness in the school, which makes proper learning not difficult but impossible.

A principal in Delaware (USA), Cathy Cathcart, is said to be facing some disciplinary problems in her school. She is said to have few disruptive students in her school that caused her and her assistant principals to spend about thirty percent (30%) of their time trying to deal with discipline problems. She says that though the students constantly keep the class in disarray, she does not want to suspend the students because they would miss academics. The school principal says, "Attempts have been made to curb disruption in the classroom by using behaviour contracts and a character education program to no veil" (Young 2002:3).

2.7 The development of self discipline.

Aobobe, Bagwasi and Ojang (1999:52) say that as people grow they learn how to adapt and modify their behaviour so that they can behave in a way that is acceptable in the community in which they live. They learn to obey the rules and regulations that ensure peace and harmony of their society. In addition they recognise their weaknesses and they make a conscious effort to overcome them or channel them into other less harmful activities for example those people who know that they have a bad temper and have tendency towards physical aggression may find a more socially acceptable way of releasing this aggression, such as playing football or basketball. Discipline can be developed in different ways:

- Imitation
- Direct training
- Inductive techniques
- Positive reinforcement
- Verbal reprimanding
- Punishment

(Aobobe, Bagwasi & Ojang 1999: 47).

2.7.1 Imitation

This means that people learn by copying the behaviour of their parents and other important adults in their lives. Those parents who want their children to be polite, honest, hard working and responsible must ensure that they exhibit these qualities to the children so that they model them.

2.7.2 Direct training

This means teaching people in a certain way through regular practice and instruction for example young people are taught to be polite and to say words 'hello', 'please', 'goodbye' and 'thank you'. Each time they forget to say these words at the appropriate time, they have to be reminded.

2.7.3 Inductive techniques

These techniques include reasoning, praise and explaining the consequences of a person's actions on other people. These techniques rely on the person's ability to understand why he or she is being asked to behave in a certain way.

2.7.4 Positive reinforcement

This is a very humane way of developing discipline. It includes giving praise and or affection when good behaviour is displayed or rewarding certain behaviour with special privileges or material benefit such as money. This technique has disadvantages. A student may work hard at school because she has been promised some money for good exam mark and may not develop a sense of learning as being important in itself.

Aobobe, Bagwasi and Ojang (1999:49) say that if the three methods of discipline mentioned above do not produce desired results or effects, a harsher form of discipline, such as verbal reprimand or punishment, may be necessary.

2.7.5 Verbal reprimand

This means a verbal expression of disapproval of certain acts or form of behaviour. This should be done privately and immediately after the offence has been committed. This becomes more effective if the person doing the reprimanding has some measure of authority over the person being reprimanded. When this is done the person should be careful not to overdo it or to be too harsh and exceed the seriousness of the offence as this can result in developing bad behaviour such as stubbornness, rebelliousness, and recalcitrant behaviour.

2.7.6 Punishment

There are times when some form of punishment is necessary. When someone is given a punishment, she or he is made to suffer for something he or she has done wrong. Punishment includes physical punishment such as smacking or beating, shouting, reprimanding and the withdrawal of privileges. If punishment is to be made more effective, the following should be observed:

- There has to be good reason for it and the person should be made aware of the reason.
- Punishment should deal with the problem rather than aggravates it. For instance if the pupil is behind in his work he should perhaps be kept after school until the work is finished and not simply be given more work as a punishment.
- Punishment should be administered immediately.
- It should be given consistently, and the behaviour should be clearly defined.

Punishment varies according to the circumstances of the wrongdoing. One may decide to take one of the culprit's privileges for example at home the parents may deny their child watching television or may not give them pocket money, a teacher may send a student outside the classroom for noise making and disrupting the lesson and the law courts might sentence one to jail for a certain time for stealing something.

If punishment is not properly done the young people, who are often shouted at or given physical punishment may imitate these aggressive forms of behaviour to assert power over their peers or younger children. Again, they may run away from home to avoid the person who punished them. This therefore means that punishment should be administered responsibly and sensibly if it is to encourage people change their behaviour.

2.8 Combating student disciplinary problems

During the interviews that were conducted in August 2003 with a number of school head teachers of Gaborone Community Junior Secondary Schools (C.J.S.S.) they said that a mixture of corporal punishment, suspension and parents and teachers' guidance should be used to curb disciplinary problems in schools. The school heads agreed that there should be a balance between corporal punishment and suspensions in addition to guidance to deal with errant students. Mr Godfrey Mabhunu, Kgale Hill Community Junior Secondary School head, said that he is trying his best with his teachers to inculcate good student behaviour during assembly and registration in classrooms. Mr Mabhunu also pointed out that only a few students commit offences of serious nature in his school. "We have guidelines on how to punish the students and sometimes we punish them by giving them manual labour like digging a hole, removing grass and even corporal punishment", he said ([www. Corpun./bws](http://www.Corpun./bws)).

During the interviews, one School Head, Koketso argued that African children tend to adopt western culture and are not proud of their culture. He added that if someone commits an offence he must be brought before the chiefs and whipped. According to Lawrence Mazinyane of Sekgoma C.J.S.S. in Tsau, senior teacher, Gadzani Christmas of Maejane C.J.S.S. and Matsha Senior Secondary School Head where students died after drinking ethanol, said parents and teachers must work together to discipline students in addition to corporal punishment and suspension (www.Corpun.Com/bws).

According to Mmegi (2002:6), Botswana Confederation of Secondary School Teachers' (BOFESETE) National Executive Committee welcomes the setting up of Botswana College of Distance Learning (BOCODOL) that it will train the out of school youth to reduce the uncontrollable disciplinary problems (www.bofesete.orga.bw).

There are a number of practices that create good behaviour patterns in a school. These are as follows:

- There must be recognition by both staff and the students of the purposes and value of the rules in force. Musaaazi (1982:183) says that it is only when teachers and students fully understand the importance of rule that they will uphold and defend them. It is therefore necessary to explain rules and regulations to each member of the community.
- School rules and regulations should set more emphasis on self-discipline. Teachers are expected to be exemplary so that their students copy disciplined behaviour. The teachers should display courtesy, consideration, respect, a professional manner, honesty, punctuality and good speech.
- Student must expect fair but reprimand or punishment for violation of school rules. If a punishment is to be given care must be taken to follow the regulations and procedures laid down either by the ministry of Education or the school Board. The procedures will guide the teacher as to what disciplinary action to take, for example, under what circumstances can a student be suspended or expelled from school.

- The staff and the students should work together in maintaining and revising the school rules. The students are more likely to conform if they are involved (Musaazi 1982:183).

In Malaysia, a report was made that the education system is aiming for 'Zero' student indiscipline and has alerted all schools to strengthen their management and teachers to be vigilant in detecting signs of anti-social behaviour among their charges. Minister Mohamed encouraged schools to take necessary measures to achieve 'zero discipline'. He said other measures to curb the problem were to increase the number of full time teachers and counsellors in secondary schools. A committee has been set up headed by Education Director-General Mahat to take charge of the matter of student indiscipline. The public showed concern about the reports of students indulging in negative behaviour like fights, robberies, rapes and involvement in black metal cults (www.cikgu.net.my/english/news).

The Education Minister, Mr Mohamad emphasised the role that the parents should play to instil discipline in their children. He said that parents should realise that student disciplinary problems could get worse if they did not cooperate. *"If they have come across negative behaviour among students, they should seek our advice and give us information. Alternatively they can report the matter to the police and the ministry can still add in whatever recommendation deemed suitable"*. The minister has suggested other kinds of co-curricular activities and compulsory participation in these activities to curb the problem (www.cikgu.net.my/english/news.)

The school is also charged with the responsibility of socialisation of children. The educators or school authorities are expected to instruct learners systematically into ways of the whole culture. The school plays this major role so that this socialisation process ultimately shapes the adult product. This is emphasised by Dewey in Akimpelo (1981:150) when he says:

The school is primarily a social institution. Education being social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of their race, and to use his own powers of social ends.

Datta (1984:33) quoted Borman (1982:25) saying that the goals of education are closely linked with the idea of fitting an individual into the society. School goals are to transmit knowledge, in calculate moral standards and socialisation and so forth. Incalculable moral standards may differ but they may range from dress or style of particular school or social class, appropriate standards of manners and self-discipline.

This education is meant to preserve the society's domination and pass it on from generation to generation, and sociologists distinguish between two components of culture transmitted through:

- Instrument component comprising skills, facts and procedures.
- The expressive component consisting of values, norms, concepts and images of approved behaviour (Datta, 1984:34).

Discipline is a general notion concerned with the learning and observance of rules. Discipline may mean class control or class management. This is a teacher's great concern. Woolfolk (1990:8) states that review of studies conducted around the world found that beginning teachers regard maintaining classroom discipline, motivating students, accommodating differences among students, evaluating student work and dealing with parents as the most serious problems they face.

For some discipline is associated with ideals and principled behaviour. Here it is about the kind of rules that are felt to be right in a civilised society and an educational institution (Docking, 1987:45). Discipline is teacher influence that does the following:

- Keeps the students on task
- Helps them establish responsible behaviour.
- Insist on their exhibiting good human behaviour (Charles,1982: 209)

There should be effective communication between the staff and students. Teachers should encourage the students to maintain effective discipline in a school. Information that is important to the students can be communicated to them through school councils, prefects and various committees. The school head is expected to work closely with these established means of communication between the staff and the students. The prefects help

in matters of discipline; they manage student affairs and control students in such as keeping the school compound clean, reporting undesirable situations to school.

According to Musaazi (1982:184) disciplinary problems in schools can be minimised by observing two things. There are certain things that need to be done and those that need to be avoided. He says that among things to be done are:-

- lesson preparation,
- beginning a lesson promptly,
- knowing subject matter well,
- being enthusiastic,
- providing each student with an opportunity for success,
- admitting one's mistakes,
- making clear, definite and reasonable assignments,
- having control of one's class,
- recognition and showing appreciation for the honest efforts of the students,
- criticising constructively and showing consideration of students feelings by being consistent.

Although one may not always be right, he must listen seriously to students' views and make them feel important and responsible. Discussions can be encouraged but situations that might get out of hand need to be controlled. The following are things that need to be avoided to minimise discipline problems:-

- failure to prepare for lessons,
- late coming,
- vague assignments,
- buying popularity,
- entering into frequent arguments with students,
- favouritism,
- failure to pay sufficient attention to every students in class and doing things for the student in class that they can do for themselves.

Donald, Lazarus and Lolwane (2000:132) report that Slavin (1991) and Hamachek (1995) suggested useful strategies that can be used to prevent disciplinary problems. These include; creating a democratic learning environment, setting clear rules and procedures,

providing a good balance between structures and freedom, noting and addressing what maintains student misbehaviour, rewarding positive behaviour, avoiding grouping students into ability, being flexible in teaching, thereby meeting different needs, being sensitive to classroom dynamics and managing them appropriately, starting off on the right track, thereby setting the pattern, being fair, being consistent and being warm yet firm.

Doyle, (1985) as quoted from Woolfolk (1990: 05) states that the teacher as a manager has to do with a type of management, which includes all the decisions and actions required to maintain order in the classroom.

Ornstein and Miller (1980: 226) as quoted from Woolfolk (1990:6) say the teacher, as a leader must be concerned with the needs of each student. The teacher is expected to be a referee, detective, a confidante, and substitute parent, object of affection, crushes and ego supporter. The teacher as a counsellor is expected to respond constructively when students' emotions get in the way of learning. They must know when a particular student needs to see a mental health specialist. In class, there are students who bring their personal problems to the teacher.

The training and teaching of children has traditionally been through the use of discipline. Woolfolk (1990:7) reports that according to Rich (1985:98) corporal punishment dates as far as pre-biblical times where such proverbs as 'spare the rod and spoil the child' urge the society to use corporal punishment as a means of discipline. This attitude, which allowed the ill treatment of children, was the conception that children belonged to their parents and as such were subjected to them or their will with no freedom to objection.

It is not amazing that the schools have adopted the same means of discipline. People who support corporal punishment believe that it is highly effective method to modify one's behaviour. They say that corporal punishment is an advisable and successful method by which children can be taught to refrain from misbehaviour (Charles, 1982:125). It should be noted that when societies' disciplinary methods are harsh, there is a tendency of schools also administering harsh discipline. Leather straps, wooden objects were used as a means of 'spanking' or 'canning' unruly children and many of these were given a second punishment at home for misbehaving at school.

According to Datta (1984:92) traditionally in western schools, indiscipline was met with corporal punishment. He said a Headmaster of Eton, prestigious public school of Britain is said to have whipped more than eighty boys in a day. Today corporal punishment has been banned in most European countries. Most African countries that follow the British educational traditions allow the school to administer physical punishment under certain condition. The school is required to record all cases of corporal punishment so that they can be made available to the school inspectors during their official visits. A growing tendency is to authorise only the school head to administer corporal punishment.

Republic of Botswana Education Act (1976) has some regulations regarding the administration of corporal punishment. Regulations section 2, 3 and 4 reads:

2. (a) No corporal punishment shall be administered to any pupil at any school;
or
(b) By any schoolteacher for anything done by the pupil at school or in respect of his schooling, unless the following conditions are complied with:
 - i. The punishment shall be administered either by the headmaster or by some other teacher in the presence of the headmaster,
 - ii. No instrument of punishment other than a light cane shall be used and no punishment shall exceed 10 strokes with the cane,
 - iii. No male teacher may inflict corporal punishment upon any girl, whom he has grounds for believing is over the age of 10 years,
 - iv. No punishment shall be administered except for offences of a serious or repeated nature.

3. In the event of corporal punishment being administered the headmaster of the school shall make and retain a record of the nature of the offence committed by the pupil, the number of strokes administered, and the date of the punishment and the name of the person administering the punishment.

4. Any person who contravenes the provisions of these Regulations shall be guilty of an offence and shall be liable, on conviction to a fine not exceeding P50 or to imprisonment for a term not exceeding three months or both.

The act gives the School Head the power to decide on who should administer corporal punishment on a particular pupil. It also seems to have placed a lot of trust on him or her (the school Head) and teachers that they will administer corporal punishment fairly. This is inline with what used to happen in traditional Tswana society where parents had complete authority to administer corporal punishment on children.

These regulations are expected to monitor both the students' indiscipline and teachers' administration of corporal punishment. Teachers and parents feel that the Education Act, the United Nations Convention on the rights of the child (Botswana signed on 29 May 1992 and ratified it in 1995), Childline Botswana (a non-governmental organisation) are still forces that encourage indiscipline in schools.

The ministry of Education is currently working on strategies that could be used to overcome disciplinary problems in schools. Circular Savingram dated 24 January says that it has "Regulations governing the conduct of students and safe guarding their welfare". The ministry however regrets that despite having a regulatory document in place, "cases of student indiscipline and vandalism of school property are on the increase".

Ozingi (1974:39) points out that a disciplined behaviour involves; self-sacrifice, diligence, cooperation, integrity, truthfulness, patriotism, consideration for others and sympathy. This is also emphasised by Docking (1987:47) when he says;

Within the school context discipline can be viewed as an important element in socialising the youth to the fundamental values of love, honesty, dependability and controls among students so that they could behave in a manner conducive to learning.

Musaazi (1982:184-185) Supports this when he says:

- Punishment should be educative in nature. The primary purpose of punishment must always be to create a self-disciplined person. Such a person respects and observes the school rules because it is the best thing to do. The punishment should bring to the attention of the student his responsibility to the school community.

- The punishment should always be in keeping with the offence, for example, a teacher should not assign a student to dig for every violation or offence.
- The punishment must be administered as soon as possible so that a student can associate it with the offence or misdemeanour occurred.
- The teacher must want to carry out the punishment because he believes it is right and just.
- The punishment must be one that can be carried out by the teacher or the school head.

2.9 Moral values

Individuals should all have personal moral values to guide their behaviour and their attitude towards others. These values should be well thought out and considered acceptable by other people. Moral values help us to form and maintain good relationships with other people. “ *For example if you uphold the moral value that it is good to do to others what you expect them to do to you, then you will be successful when it comes to conforming and maintaining all sorts of relationships*” (Israel, Mangope, Matsheka, and Paya 2000:13). This is considered one moral value that is fundamental or central to our lives because we all belong to a family of humankind and we are social creatures that need to communicate and associate successfully with other people.

People should also be in a position to understand that they are faced with choices in life and that many of these choices involve being able to tell the difference between right and wrong. These choices are influenced by one’s moral values. Israel et. al (2000: 14) point out the need to apply moral values at social level. He postulated:

Try to imagine a society without laws and rules or regulations. For example, once there was a country called No- Man’s land. The capital city known as Free- For All. There was no president, no cabinet, no police force, no army and there were no rules. It was a free – for- all society. Can you imagine what kind of society we live in? Modern society is becoming more and more lawless, violent, undisciplined and permissive. As a result, things like drug abuse are on increase.

This explains why in society today there are some mechanisms to enforce moral values such as peace, justice, cooperation, respect, empathy, honesty and kindness.

2.10 The philosophy of 'botho'

All human beings are capable of botho (humane behaviour), which is practised in many African societies. This means being good-mannered, respectful, disciplined and ready to assist other people. These are important qualities of a good citizen and many people are taught botho at home through socialisation. We also learn these principles in school, in our churches and in other social groups. Makwinja, Matsheka, Andrew, Molwane and Dr. Segobye 2000: 36). Presidential Task Group for a Long Term Vision for Botswana (1997: 59) states that:

If botho is to become one of the central principles of Botswana society, then it is essential that fellowship of humankind, cooperation, selflessness, compassion and spirit of sharing be built into all policies and programmes. Children must learn botho in the home, at school, in the community and in the work place. Programmes such as Workers Improvement Teams (WITS), Peer Approach by Counselling Teens (PACT) and Acquired immune Deficiency (AIDS) awareness must have botho as their central theme.

This principle helps in building a moral and tolerable nation as it creates a challenge to cultivate and preserve national moral and cultural values in the face of rapid social change.

According to the Presidential Task Group for a Long-term Vision for Botswana (1997: 33), there is an increasingly negative view of youth in Botswana society. The youth are seen as a source of problems. It is important to increase the profile of youth in the society, as they are the valuable resource. Youth organisations must become prominent, and must be consulted over policy changes. The National Youth Council must be helped to act as an umbrella body for youth based organisations, and encouraged to play a wider and more productive role.

Presidential Task Group for a long Term Vision for Botswana (1997:34) also emphasises on the need for parents to take active responsibility for the behaviour and problems of

youth. It further says; 'It is imperative that we introduce legal liability by parents for the actions of their children'

Presidential Task Group for a Long Term Vision for Botswana (1997:35) also addresses the conflict between some aspects of traditional culture and the emerging 'rights of the child' as expressed by the resolutions of the United Nations. It is necessary to develop domestic legislation that is able to reconcile these conflicts.

It is also important to develop sporting and cultural activities in all population centres, as this is an important element of youth policy. Both public and private resources must be encouraged to support the implementation of the policy. Botswana are encouraged to reduce the level of crime committed by young people.

The vision suggests a separation of prison services and the rehabilitation of young offenders. Youthful offenders must not be mixed with hardened criminals. It continues saying that all opportunities to return them to productive society need to be explored. These include reformatories, or probation system. Again, holistic programmes must be developed together with National Youth Council, which will establish multipurpose youth centres. These centres will offer counselling, career guidance, employment information, family life education and creative skill services to all youth in rural and urban areas alike. Presidential Task Group for Long Term Vision (1997:36) also states that;

"There must be a clear timetable for the implementation of the policy on youth. In addition, attention must be given to strengthen the social service departments. since they are the principal implementation agents of most youth programme".

There is also need to equip and train the police at national and local level to deal with the rising crime rate. There should be stiff penalties for crime of all kinds and a major public campaign to eradicate violence and corruption and there must be clear legal liability for parents of young people who commit crime.

Republic of Botswana Constitution (1966) also emphasises on the need for discipline. Section 3 under the protection of fundamental rights and freedoms of the individuals' states;

Whereas every person in Botswana is entitled to the fundamental rights and freedoms of the individuals, that is to say, the right, whatever his race, place of origin, political opinions, colour, creed or sex but subject to respect for the rights and freedoms of others and for the public interest to each and all of the following namely:

- (a) Life, liberty, security of the person and protection of the law.
- (b) Freedom of conscience of expression and of assembly and association and
- (c) Protection for the privacy of his home and other property and from deprivation of property without compensation (Republic of Botswana Constitution 1966:3)

2.11 What the Bible says about discipline

According to Stephen, (1976:101) everyday people make decisions, which mean that they make choices, some moral some mere matters of taste. Again some major and some minor. Some can affect one's whole future while some will have no effect beyond the next five minutes. This is how God designed people and this is what the Bible says. God made people free and capable of choosing the good and the bad. Under the name of sin are the bad choices, the things that according to God are bad for us and for everyone. He went on further to say that the world is so confusing and full of choices that most of us do feel a powerful urge to get help of some kind. Stephen (1976:101) further says that the Bible gives us moral guidance; it is not just a book of history and theology. God gives rules that people can use as basic guidelines that can make them better human beings if they follow them.

The Bible has commandments that helps individuals to lead a moral life for example; do not murder and do not commit adultery. People are given moral direction by being shown role models of faith. Again, the Bible as a book of moral rules helps people find moral guidance by looking at lives of faithful men and women. By studying the words and acts of Moses, Paul, David, Ruth and above all Jesus Himself, they learn about moral responsibility and the life of faith. Rather than just focusing on rules, people can focus on people who embody the moral life (Stephen, 1976: 103).

Eph. 5:1 says; '*Be imitators of God, therefore as dearly loved children*' The Bible tells everyone not to try to be God but to imitate Him. When people know Him, they will have a clearer idea of how he wishes them to live. According to Stephen (1976:103) reading the Bible makes people see God as holy, just, merciful, forgiving and caring. God wants

friendly given love and fellowship. He further says that the Bible's moral guidance comes to people when they focus on God instead of focusing on rules and role models of faith.

'The more we know Him the more guidelines we have for making moral decisions'. The Bible teaches us to love "*Love the Lord your God with all your heart and with all your soul and with all your strength and with your entire mind and love your entire neighbour as yourself*" (Luke: 10: 27) He also told His followers, "*A new command I give you: Love one another. As I have loved you, so you must love one another*" (John 13: 34).

The Ten Commandments as quoted by Stephen (1976:103) in the holy Bible include respect for property ("*you shall not steal*"), honesty ("*you shall not give false testimony against your neighbour*"), For marriage and sexual morality ("*you shall not commit adultery*"), revenge for human life ("*you shall not murder*"), respect for authority ("*honour your father and mother*"). Stephen (1976) says all these are basic morality found not only in the Bible but also around the world in every time and place and most people would agree on them even if they were not in the Bible.

These commandments are so useful that people apply them in their lives and in different situations. People learn about the type of life that the Bible intends them to live. They understand that the rules in the Bible are not there to deny them pleasure, but there are there to protect them and to make them better. Responsible parents too make rules for their children to protect them, in the hope that they will grow up to be responsible citizens. Therefore, the Bible gives us more than just rules as we see a picture of what good life would be like for example good life in the lives of certain characters, notably Jesus (Stephen, 1976:104).

1.12 Synthesis

According to Mwamwenda (1995:318) disciplinary problems have a number of origins, the society itself, the home, the school, the curriculum and the teachers. Teachers, parents and the society at large are capable of influencing children's behaviour as they interact with them inside and outside the school. Teachers can facilitate discipline by seeing that their children are in a very conducive environment where learning can effectively take place.

Chapter 3 will focus on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study examines types of student disciplinary problems, their causes and effects in four randomly selected Community junior secondary schools in Gaborone. This chapter outlines procedures on how the problem was investigated and why particular methods and techniques were employed. The population studied was defined in terms of composition and location. The chapter also entails methodologies of planning used in collecting, analysing and interpreting data. It consists of five subtopics namely;

- Method of research
- Population and sample procedure
- Research instrument
- Data collection
- Data analysis

It is of paramount importance to note that the data collection tools and those of analysis were made clear.

3.2 Method of research

Survey research as the most frequently used mode of investigation was employed for descriptive as well as exploratory purposes of this study (Babbie, 1986:209). A survey is a structural questionnaire designed to solicit information about a specific aspect of a subject's behaviour. In a survey, questions may be administered to participants by mail, telephone, or through person interaction known as interview (Mwamwenda, 1995:12).

The researcher, in this survey investigation, interviewed teachers and the students using both close ended and open-ended questions so that the respondents could provide in-depth answers. The questionnaire had short answer questions, checklists, like questions on magnitude of the problem, for example, very serious and not serious, true and false, agree and disagree. All the four schools selected were covered. The data was analysed

qualitatively and quantitatively. The researcher intended to use the mixed methods approach because Creswell (2003:15) sees this approach as having more advantages as compared to relying on one approach only.

- Since both the qualitative and quantitative approaches have limitations combining the two would neutralise or cancel the biases inherent in each one of them.
- Mixing the two approaches would result in triangulating data sources, thus enhancing the reliability and validity of the data collected.
- The results from one method could help develop or inform the other method.
- One method could be nested with another to provide insight into different levels or units of analysis.

Charts and graphs were used to help interpret the information.

3.3 Population and Sampling procedure

3.3.1 Population

According to Travers (1987:13), population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or more restricted part of that group.

The sample for this study comprises (forty) 40 learners out of the population of two thousand two hundred and fifty (2250) and twenty (20) teachers out of the population of one hundred and thirty three (133) in junior secondary schools in Gaborone. See table 3.3.1 below.

TABLE 3.3.1 LEARNER-TEACHER POPULATION AND SAMPLE

SCHOOL	NUMBER OF TEACHERS	TEACHER SAMPLE	NUMBER OF STUDENTS	STUDENT SAMPLE
Marang	35	5	600	10
Bonnington	30	5	550	10
Sir Seretse Khama	32	5	600	10
Mogoditshane	36	5	500	10
Total	133	20	2250	40

3.3.2 Sampling procedure

Sampling is a research technique for selecting a specific number of people from a defined population as a representative of that specific population (Gibson & Mitchell 1990:441)

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of a sample, one can make certain inferences about the characteristics of the sample from which it is drawn. In this investigation, random sampling technique was employed. This method gave every member of the population an equal chance of being chosen to be in the sample (Travers, 1987:13).

In this study purposive sampling was used. The researcher used her experience and insight to select a sample. The people selected were believed to be informative, thoughtful and experienced with the research topic. This is supported by Cohen and Manion (1994:18). It was possible for the researcher to select the best schools because she visited the schools on a number of occasions and interacted with the school community. Four junior secondary schools were selected. These were Mogoditshane, Bonnington, Sir Seretse Khama and Marang.

A random sampling technique was used to come up with the respondents. In a random sampling the individual observations or individuals are chosen in such a way that each have, an equal chance of being selected and each choice is independent of any other choice. If we wished to draw a sample of 60 individuals from a population of 600

students in a school, we could place 600 names in a container and blindfolded draw one name at a time until the sample of 60 was selected (Travers, 1987:15).

3.4 Research instruments

Both primary and secondary sources were used to collect data. Primary sources are teachers and the students while secondary sources are records, rules, regulations, and other relevant materials. Questionnaire was the chief data collection instrument. Both closed and open-ended questions were used. Open-ended questions were used for the research to encourage deeper and more personal experience from the respondents. The questionnaire covered all the objectives.

A questionnaire was developed and pre-tested on a number of teachers and students to check on problems of ambiguity and precision. The questionnaire proper was then distributed to the teachers and the students to fill (self-administered Questionnaire) (Leedy 1980:100). With the help of Senior Management Team members, they were collected immediately after the respondents filled them for analysis purpose.

3.5 Data Collection

3.5.1 Secondary data collection

Secondary data for this study was gathered from records, rules and regulations, Education act and other relevant materials. This was to provide knowledge of the past for a better understanding of contemporary beliefs, biases, aspirations of researchers, to check on current observations and views from recent reports and researchers. Secondary data has limitations such as unreliability, distortions and out-datedness.

3.5.2 Primary data collection

3.5.2.1 Questionnaires

Primary sources of data were collected from teachers and the students. A questionnaire was considered the most appropriate tool in gathering data mainly because questionnaires are cheap and quick in obtaining factual opinion. Tsayang, Ngongola and Mannathoko

(2001:84) defines a questionnaire as a list of questions given to a person to write down answers on the question paper.

The questionnaire had both close and open-ended questions in order to motivate the respondents and allow them to air their views. Their weaknesses are that open-ended questions are difficult to adequately analyse due to lack of coding and are time-consuming.

The questionnaires were distributed to the selected population (teachers) and collected after a week. For the students questionnaires were given and were collected immediately after they were filled. The researcher administered them herself with the help of Senior Management Team member.

The researcher was aware that participant observation was the best method to use to collect data in this qualitative research as highlighted by Taylor and Bogdan (1998:90) when they declare, "No other method can provide depth understanding that comes from directly observing people and listening to what they have to say at the scene".

It should, however, be pointed out that participatory observation is not possible or even practical in all cases. The observer, for instance can hardly go back in time to study past events. Participant observation is also time consuming (Taylor & Bogdan 1998: 91). So in this study the questionnaire was regarded as appropriate considering the researcher's limited time.

3.6 Data analysis

According to Frankel and Wallen (1993:18), data analysis involves synthesizing information the researcher obtained into a coherent description of what he has observed.

This research study used the qualitative method of analysis because it is predominantly value laden. The quantitative method was embraced in order to enrich it. The information collected was categorised theoretically and carefully examined. Relevant statistical techniques were employed for analytical purposes.

3.7 Synthesis

This chapter highlighted methodology, including study design, population sample, and methods of data collection and plan for data analysis.

Chapter 4 will deal with data analysis and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this chapter is to interpret and analyse the results of the research findings of this study. The main aim of the research was to investigate the causes and the effects of student disciplinary problems in Gaborone Community Junior Secondary Schools. This chapter deals with the demographic characteristics of respondents and covers the survey responses from respondents as well as the analysis collected.

The data under scrutiny of investigation was obtained from teachers and students who are the chief informants of the study. The chapter covers the following areas: types of student disciplinary problems, causes, effects and the solutions to student disciplinary problems.

4.2 Demographic characteristics of respondents

The demographic structure of a community is an important aspect that indicates the involvement and influence of the stake-holding participants under investigation of research. Teachers and the students are the focus of this study. The students are the main source of information in this study.

4.2.1 Age distribution

Age is an important demographic factor in this study as it gives an indication of age distribution of respondents under study. Figure 4.2.1 below shows that the majority (40%) of the respondent teachers were between the 30-34 age groups.

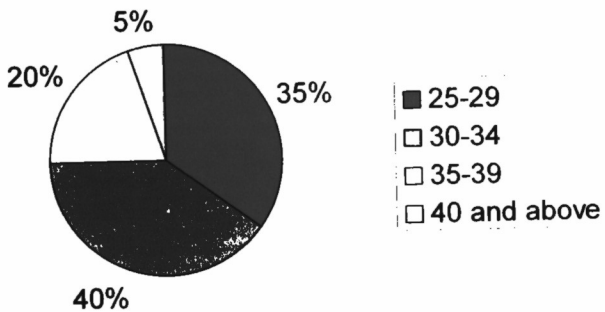


Figure 4.2.1 Age distribution of teachers

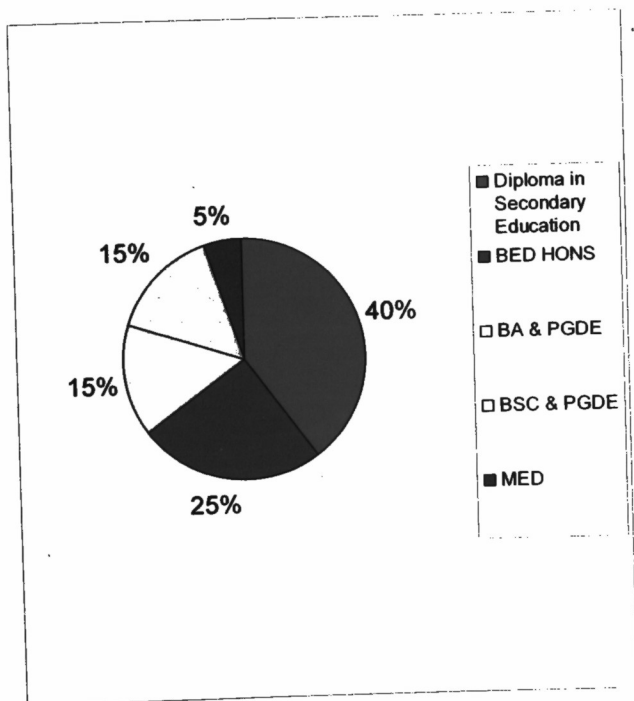


Figure 4.2.2 Educational level of teachers

Figure 4.2.2 shows that the majority of teachers (40%) hold Diploma in Secondary Education. All the respondent teachers are qualified teachers who have been equipped with the necessary skills of handling a variety of disciplinary problems.

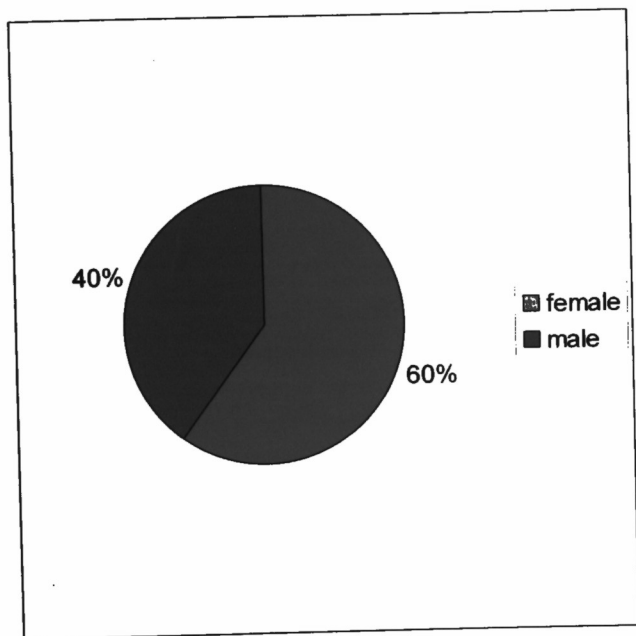


Figure 4.2.3 Gender distribution of teachers

Figure 4.2.3 above shows that 60% of respondent teachers are females and 40% are males.

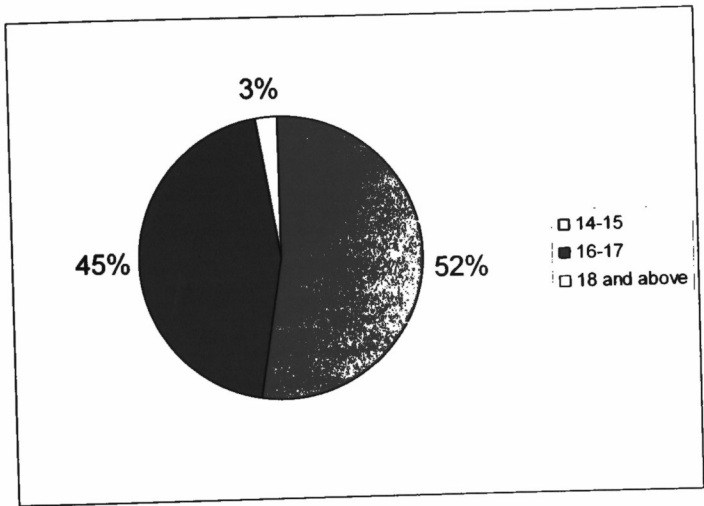


Figure 4.2.4 Age distribution of students

Figure 4.2.4 above shows that all the respondent students were adolescents. An adolescent is someone who is no longer a child but not yet an adult. Adolescence is a time of transition between childhood and adulthood. A time for testing limits, breaking dependent ties and establishing new identity. It is also a period during which moral and sexual behaviours attain maturity. As these children enter adolescence stage they undergo dramatic changes that come as a result of physical, emotional and sexual developments that take place in their bodies. The difficulties that they go through make them confronted with many challenges such as peer pressure, alcohol and drug abuse, suicide, emotional problems, development of identity, juvenile delinquency and so forth. This therefore means that they need to be treated with great care and understanding. Again, they need a lot guidance of and counselling both at home, and school.

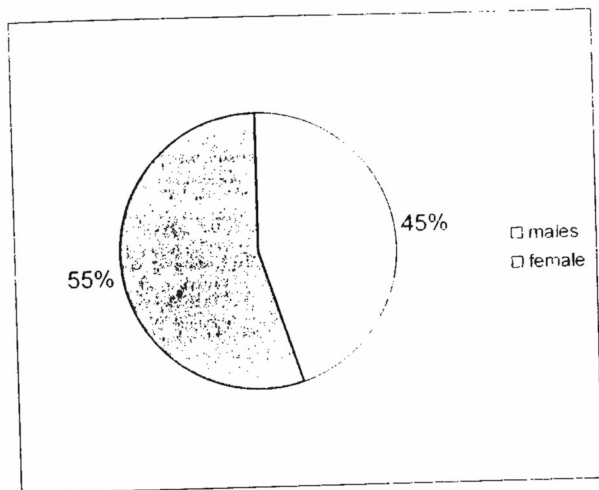


Figure 4.2.5 Gender distribution of students

Figure 4.2.5 above shows that the majority (55%) of the respondent students are females.

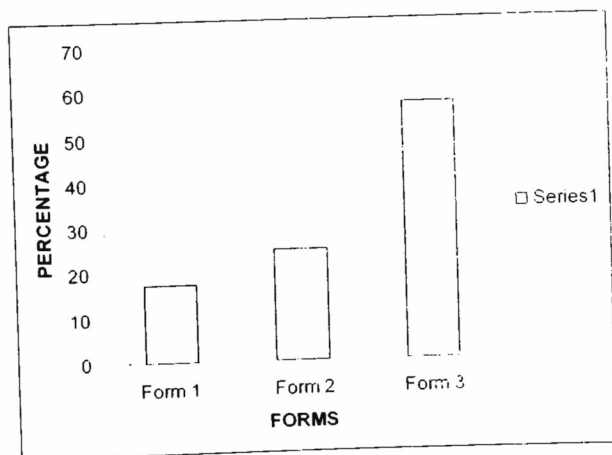


Figure 4.2.6 Educational level of students

Figure 4.2.6 shows that 100 percent of the investigated and participating students in the study are Junior Secondary School students. 17 % are the form ones, 25 % form two, and 58 % are form three students.

4.3 Types of student disciplinary problems

The study has revealed that the most common type of student disciplinary problem identified by the students is theft (90%). This problem is seconded by destruction of school property and disrespect to teachers which scored eighty five percent (85%) each. The other problems that concern them are disruption of classes (70%), drug abuse (65%), insults (62.5%), refusal to take instructions (60%) and truancy (52.5%). The least is rape, which scored 2.5 %. The students also said that there are other problems that need to be dealt with but they are not serious for example fighting and bullying others in school.

The most common type of student disciplinary problems identified by teachers were; theft (75%), followed by disrespect to teachers (70%) and destruction of property which scored 65%. The least was rape. All teachers have indicated that rape is the least of all.

Figures 4.3.1 and 4.3.2 below show the common types of student disciplinary problems perceived by both students and teachers respectively.

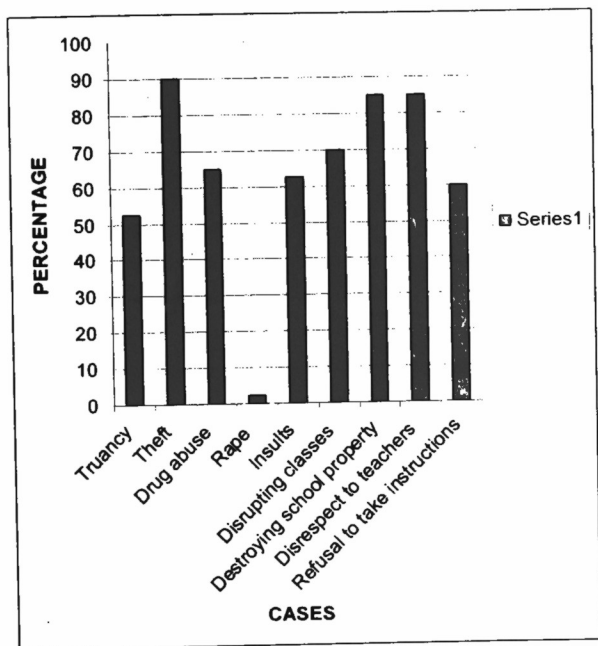


Figure 4.3.1 Types of student disciplinary problems perceived by students

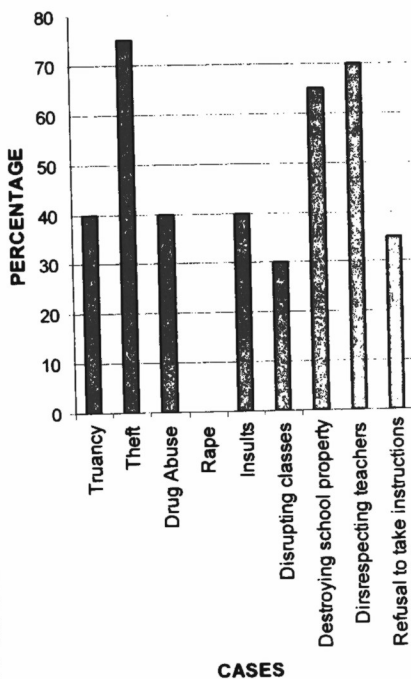


Figure 4.3.2 Types of student disciplinary problems perceived by teachers

4.4 Causes of student disciplinary problems

Teachers confirmed the following as causes of student disciplinary problems. They all agreed that the main cause of student disciplinary problems was due to peer influence (95%). The feeling that media influence (85%) also contributed immensely followed this. Collapse of extended family structure was also blamed by 75% of teachers.

30% percentage of teachers agreed that administrative policies contribute to disciplinary problems in schools while on the other hand 30% disagreed. 40% were uncertain. Teachers (70%) also disagreed that their lack of commitment to their job has a contribution in disciplinary problems faced by schools. Only 20% agreed that teachers have a contribution and 10% are uncertain.

Students said that their disciplinary problems are due to peer influence (90%). They also felt that poor administrative policies and teachers' lack of commitment on their work contribute to disciplinary problems in schools (65% and 55% respectively). Only 2.5% of students were not sure as to whether administrative policies have a contribution or not. The other factors that were blamed were media influence (50%) and the collapse of extended family structure (47.5%)

The other factors that the students said have a contribution in their disciplinary problems though they are not common were violation of students' rights by teachers, abuse at home, lack of cooperation and poor communication between teachers and the students. The graphs below summarise it all.

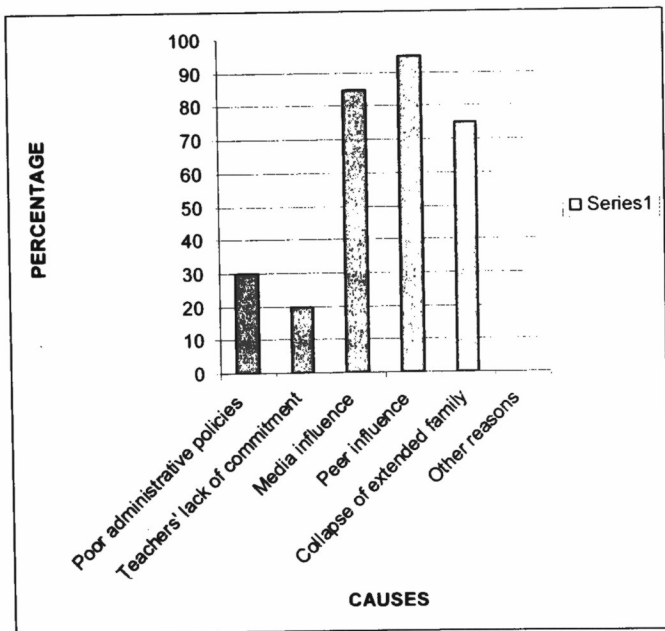


Figure 4.4.1 Causes of student disciplinary problems perceived by teachers

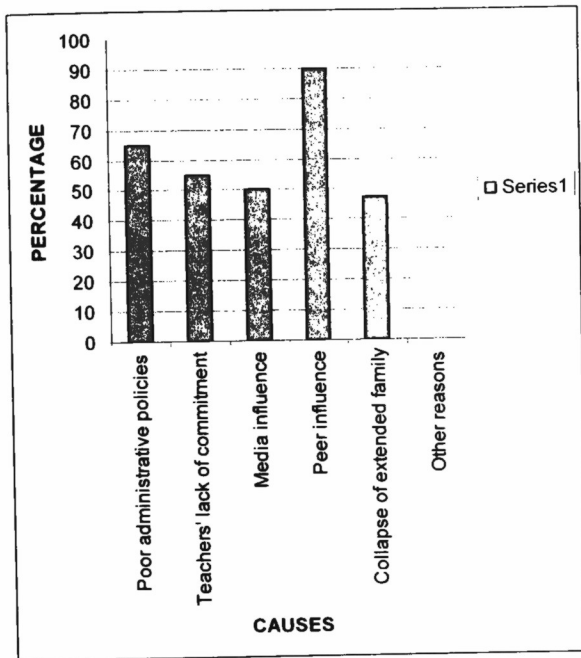


Figure 4.4.2 Causes of student disciplinary problems perceived by students

4.5 Effects of student disciplinary problems

Teachers (100%) believe that student disciplinary problems result in low academic performance. The study also revealed that 95% of them believe that student disciplinary problems lead to disruption of school programme and juvenile delinquency. The undisciplined students also end up with limited or no future. The bar graphs below explain it all.

According to the students the most common effect of student disciplinary problems is low academic performance as it scored ninety-five (95%) and 2% were uncertain about this. This was followed by the fact that undisciplined students have limited or no future (67.5%) The other effects were that student disciplinary problems lead to juvenile delinquency (65%) and the disruption of school programme (42.5%).

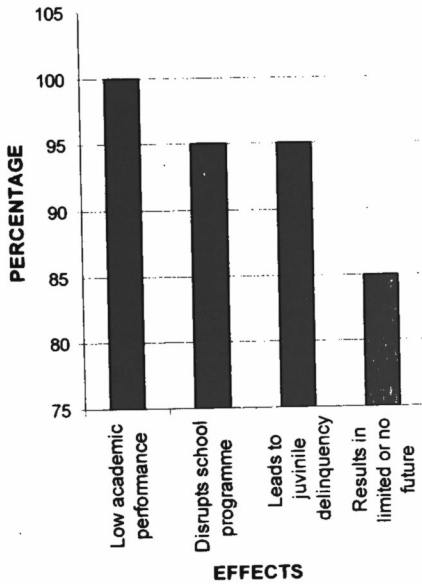


Figure 4.5.1 Effects of student disciplinary problems perceived by teachers

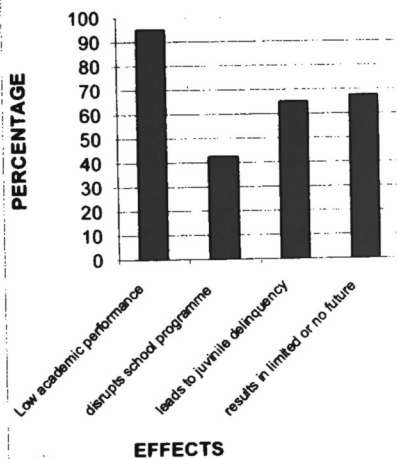


Figure 4.5.2 Effects of student disciplinary problems perceived by students

4.6 Solution to student disciplinary problems

Figure 4.6.1 below shows solutions to student disciplinary problems as suggested by teachers.

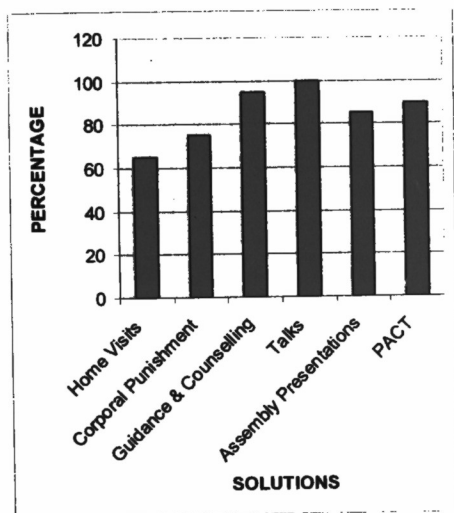


Figure 4.6.1 Solution to student disciplinary problems

All teachers support the idea of organising talks for students as this can help to prevent disciplinary problems in secondary schools. The majority of teachers (95%) recommended guidance and counselling. Both teachers and the students felt that Guidance and Counselling is the best solution to student indiscipline. This is an indication that both have confidence in Guidance and Counselling. Schools therefore need to strengthen their Guidance and Counselling programmes. Teachers also recommended assembly presentations and the use of Peer Approach by Counselling Teens (PACT) (which scored 90% and 85% respectively). 75% of teachers recommended the use of corporal punishment while on the side of the students only twenty percent (20%) said that corporal punishment need to be administered to stop misbehaviour problems.

The students were asked to suggest strategies that could be used to solve disciplinary problems in their schools. The majority of the students suggested guidance and

counselling (70%). Peer Approach Counselling by Teens (PACT) (60%), home visits and corporal punishment with each scoring twenty percent (20%) followed this. The students also suggested that that Parents and Teachers Association meetings should be called to discuss and find out what could be done to solve disciplinary problems in schools. They also said that the assembly presentations could help them improve their behaviour.

The final chapter is about conclusion and recommendations.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

Both teachers and the students have confirmed that there is a serious problem of student indiscipline in Junior Secondary Schools in Gaborone and that this has a number of origins. This means that more has to be done to overcome this problem. The students, teachers, parents, Ministry of Education and other stakeholders should come together to combat this problem.

The four schools identified the common types of student disciplinary problems, their causes and effects and their possible solutions. The teachers' responses, like that of the students' were very similar in almost all the areas they were questioned. This is an indication that schools have similar problems. The common types of student disciplinary problems are theft, destruction of school property, disrespect to teachers, disruption of classes, drug abuse, insults, refusal to take instructions and truancy. The statistical analysis has accepted hypotheses 1 that says, "Vandalism is the main type of student disciplinary problem".

The main causes of student disciplinary problems were also identified mainly as peer influence and media influence as well as poor administrative policies and the collapse of extended family structure. The statistical analysis has accepted a hypothesis 2, which says, "School administrative policies contribute to the disciplinary problems in schools". The teachers and students expressed concern that student disciplinary problems reduce academic performance as well as leading to juvenile delinquency. This has been supported by a hypothesis 4, which says, "There is a significant positive relationship between student disciplinary problems and low academic performance". According to statistical analysis a hypothesis 3, which says, "There is a significant positive relationship between student disciplinary problems and teachers' lack of commitment to their work", has been rejected. The teachers and the students have suggested a number of solutions to disciplinary problems in schools and Guidance and Counselling seem to be the most favourable.

5.2 RECOMMENDATIONS

The following recommendations emanate from the observations, findings and literature of this study. These will hopefully help combat student disciplinary problems in Gaborone Community Junior Secondary Schools.

- Teachers should have termly visits to students' homes and parents should be required to visit the schools once in a term to discuss students' social life in a more relaxed atmosphere.
- The community leaders, professionals, youth and other stakeholders should be involved in solving students' disciplinary problems.
- Workshops should be organised for teachers that specifically train them on how to professionally handle various types of student disciplinary problems.
- Guidance and Counselling should be strengthened and monitored more effectively and efficiently.
- Students should be allowed and be encouraged to elect their representatives and they should be recognised and given responsibility so that they contribute meaningfully in the running of their school.
- Students should be allowed to hold their own independent meetings without school authorities to encourage transparency and openness. This will also help advise school authorities on important matters.
- Youth clubs in the village such as; Boy-Scouts, Girl- Guides, 4B, Red Cross need to be strengthened to build responsible and self-disciplined personalities.
- The students should be given support and love without any conditions of worth.
- Schools should organise positive parenting workshops for parents.

5.3 AREA OF FURTHER RESEARCH

The issues that the researcher has identified as areas of further research are as follows:

- There is need to research on the effectiveness of the Pastoral welfare System in regard to the guidance of the students in Community Junior Secondary Schools.
- More needs to be done to distinguish how students' disciplinary problems affect urban and rural schools.
- Again there is need to find out the gender that contribute to disciplinary problems in schools.
- This subject also needs to be researched on a national scale. This was confined to Gaborone schools only.

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7.0 Appendices

7.1 Appendix A

STUDENT'S QUESTIONNAIRE

1. Demographic characteristics

Sex	Male		Female	
Form	1	2	3	
Age	Below 13	14 – 16	17 – 18	19 above

2. TYPES OF STUDENT DISCIPLINARY PROBLEMS

Indicate the problems that you think are common in your school. Please rate them in the following manner: 0 = **Does not exist**, 1 = **Not serious** and 2 = **Serious**.

PROBLEM	0	1	2
Truancy			
Theft			
Drug abuse			
Rape			
Insults			
Disrupting classes			
Destroying school property			
Disrespecting teachers			
Refusing to take instructions from teachers			

List any other:

.....

.....

.....

.....

3. CAUSES OF STUDENT DISCIPLINARY PROBLEMS

Indicate whether the statement is **true** or **false**

	T	F
Poor administrative policies are mainly responsible for student disciplinary problems		
Teachers' lack of commitment in their school work		
Media influence like television, radio, newspapers and magazines are mainly responsible for student disciplinary problems		
Student disciplinary problems are due to peer influence		
Collapse of extended family structure contribute to disciplinary problems in schools		

Suggest any other factors that contribute to student disciplinary problems in your school:

.....
.....
.....

4. EFFECTS OF STUDENT DISCIPLINARY PROBLEMS

Indicate whether you **agree**, **disagree** or **uncertain** (not sure) with the following statements.

Agree **Disagree** **Uncertain**

	Agree	Disagree	Uncertain
Student disciplinary problems lead to low academic performance			
Student disciplinary problems result in the disruption of the school programme			
Student disciplinary problems result in juvenile delinquency			
Those students who lack discipline have limited or no future			

List any other effects:

.....
.....
.....

5. SOLUTIONS

Suggest ways that could be used to solve disciplinary problems in your school:

.....
.....
.....

7.2 Appendix B

TEACHER'S QUESTIONNAIRE

1. Demographic characteristics

Sex	Male	Female		
Education Level				
Age	Below 20	21 – 30	31 – 40	41 above

2. TYPES OF STUDENT DISCIPLINARY PROBLEMS

Indicate the problems that you think are common in your school. Please rate them in the following manner: 0 = **Does not exist**, 1 = **Not serious** and 2 = **Serious**.

PROBLEM	0	1	2
Truancy			
Theft			
Drug abuse			
Rape			
Insults			
Disrupting classes			
Destroying school property			
Disrespecting teachers			
Refusing to take instructions from teachers			

Any other types:

.....

.....

.....

.....

3. CAUSES OF STUDENT DISCIPLINARY PROBLEMS

3.1. Which of the following is mainly responsible for student disciplinary problems? Please indicate whether you **agree**, **disagree** or **uncertain**.

Agree Disagree Uncertain

	Agree	Disagree	Uncertain
Poor administrative policies			
Teachers' lack of commitment			
Media influence like Television, Radio, Newspapers, Magazines, etc...			
Peer influence			
Collapse of extended family structure			

List any other causes besides the above:

.....
.....
.....

4. EFFECTS OF STUDENT DISCIPLINARY PROBLEMS

What do you think are the effects of student disciplinary problems?

Indicate whether this is **true** or **false**.

	True	False
Student disciplinary problems lead to low academic performance		
Student disciplinary problems result in the disruption of the school programme		
Student disciplinary problems result in juvenile delinquency		
Those students who lack discipline have limited or no future		

List any other effects:

.....
.....
.....

5. SOLUTIONS

How do you solve the problem of student disciplinary problems?

Indicate whether you **agree**, **disagree** or **uncertain**.

The following are methods that could be used:

	Agree	Disagree	Uncertain
Home visits			
Corporal punishment			
Guidance and Counselling			
Talks			
Assembly presentations			
PACT			

Any other solutions:

.....
.....
.....

7.3 Appendix C

STATISTICAL ANALYSIS

Hypothesis 1

Vandalism is the main type of student disciplinary problem.

	Not Serious	Serious	Total
Teachers	7 (a)	13 (b)	20 (n)
Students	6 (c)	34 (d)	40 (m)
Total	13 (k)	47 (l)	60 (N)

$$\begin{aligned}\chi^2 &= \frac{N(ad - bc)^2}{klmn} \\ &= \frac{60(7 * 34 - 6 * 13)^2}{13 * 47 * 40 * 20} \\ &= \frac{60(238 - 78)^2}{488800} \\ &= \frac{60 * 25600}{488800} \\ &= \frac{1536000}{488800} \\ &= 3.142\end{aligned}$$

$$\begin{aligned}\text{d.f} &= (r-1)(c-1) = (2-1)(2-1) = 1 \\ \text{level of significance} &= 0.05\end{aligned}$$

$$\chi^2_{\text{critical}} = 3.841$$

Conclusion: Accept the hypothesis since the calculated value of χ^2 is less than the critical value.

Hypothesis 2

School administration policies contribute to the disciplinary problems in schools.

	Agree	Disagree	Total
Teachers	6 (a)	6 (b)	39 (n)
Students	26 (c)	13 (d)	12 (m)
Total	32 (k)	19 (l)	51 (N)

$$\begin{aligned}\chi^2 &= \frac{N(ad - bc)^2}{klnm} \\ &= \frac{51(6 * 13 - 26 * 6)^2}{32 * 19 * 39 * 12} \\ &= \frac{51(78 - 156)^2}{284544} \\ &= \frac{51 * 6084}{284544} \\ &= \frac{310284}{284544} \\ &= 1.090\end{aligned}$$

$$d.f = (r-1)(c-1) = (2-1)(2-1) = 1$$

level of significance = 0.05

$$\chi^2 \text{ critical} = 3.841$$

Conclusion: Accept the hypothesis since the calculated value of χ^2 is less than the critical value.

Hypothesis 3

There is a significant positive relationship between student disciplinary problems and teachers' lack of commitment to their work.

	Agree	Disagree	Total
Teachers	4 (a)	14 (b)	18 (n)
Students	22 (c)	17 (d)	39 (m)
Total	26 (k)	31 (l)	57 (N)

$$\begin{aligned}\chi^2 &= \frac{N(ad - bc)^2}{kln} \\ &= \frac{57(4 \cdot 17 - 22 \cdot 14)^2}{26 \cdot 31 \cdot 39 \cdot 18} \\ &= \frac{57(68 - 308)^2}{565812} \\ &= \frac{57 \cdot 57600}{565812} \\ &= 5.803\end{aligned}$$

$$d.f = (r-1)(c-1) = (2-1)(2-1) = 1$$

level of significance = 0.05

$$\chi^2_{\text{critical}} = 3.841$$

Conclusion: Reject the hypothesis since the calculated value of χ^2 is greater than the critical value.

Hypothesis 4

There is a significant positive relationship between student disciplinary problems and low academic performance.

	Agree	Disagree	Total
Teachers	19 (a)	1 (b)	38 (n)
Students	38 (c)	0 (d)	20 (m)
Total	57 (k)	1 (l)	58 (N)

$$\begin{aligned}\chi^2 &= \frac{N(ad - bc)^2}{klmn} \\ &= \frac{58(19 \cdot 0 - 38 \cdot 1)^2}{57 \cdot 1 \cdot 38 \cdot 20} \\ &= \frac{58(0 - 38)^2}{43320} \\ &= \frac{58 \cdot 1444}{43320} \\ &= 1.933\end{aligned}$$

$$d.f = (r-1)(c-1) = (2-1)(2-1) = 1$$

level of significance = 0.05

$$\chi^2_{\text{critical}} = 3.841$$

Conclusion: Accept the hypothesis since the calculated value of χ^2 is less than the critical value.



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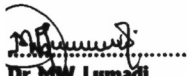
School of Postgraduate Studies

REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR MED IN GUIDANCE AND COUNSELLING.

I wish to confirm that **OBONETSE MASALILA** is currently registered for M ED in the North West University, Mafikeng Campus.

Obonetse Masalila needs to collect data for her research studies from various schools in **Gaborone South Central**. I therefore request that she be given the necessary assistance in this regard.

Thank you in anticipation of your co-operation and assistance.



Dr MW Lumadi

Acting Director: School of Postgraduate Studies



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