TITGEL OF THE RESEARCH PROJECT:— A COMPARISON ON HOW DEVILANT
BEHAVIOU=> IN MISSION SCHOOLS AND GOVERNMENT
SCHOOLS. A CASE STUDY OF RUYA ADVENTIST HIGH AND DARWIN HIGH
SCHOOLS. PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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BY

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Dedication

This project is dedicated to my parents Mr and Mrs Neube relatives and friends
Abstract

This study was a comparison on how deviant behaviour is curbed in mission schools and government schools. The results showed that schools are employing various methods of which most of them are ineffective. The data indicated that measures that are applied mostly in schools have temporary results and do not address the root causes of deviance. The results showed that corporal punishment which is mostly used has nothing to do with alleviating indiscipline but simply inflicting pain to the pupils. The study showed that the method which is mostly neglected by educators is the most effective measure. If applied guiding and counselling would render positive results. However teachers interviewed complained of the increasing workload hence they resort to measures which save time and do not need monitoring.
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Chapter 1

1.0 Introduction

This chapter presents the background of the study on the comparison on how deviant behaviour is curbed in mission and government schools. The research problem, purpose of the study, research objectives, significance, limitations and operational definitions of the study are also presented in this chapter.

1.1 Background of the Study

In recent years incidences of deviant student behaviour are on the increase. The school system has been grappling with a number of deviant behaviour patterns among pupils including, substance abuse, riots, teen-age pregnancies, abortion, vandalism, crime, class boycott, demonstrations, violence, use of abusive language, lack of adherence to school rules and school authorities, examination malpractices, pilfering of school books, absconding from school, perpetual truancy, writing or painting-graffiti on school walls and many other vices perpetrated by pupils. Since pupils spend much of their time in school, schools are expected to assume a much broader approach to character development than what they have done in the past (Sokal-Katz et al 1997). It seems that schools are helpless regarding students with deviant behaviours and the educational authority does not have effective measures in place to deal with these problems. Some teachers attribute the above problems to teachers lacking the right to use physical punishment as it is forbidden in the current educational regulations. In addition physical punishment violates students’ human rights and only temporarily curbs
student’s surface behaviour. Changing a student’s core temperament is the effective measure to improve student behaviour.

A study by Zindi (1997) revealed that corporal punishment is still condoned in most Zimbabwean schools, yet beating animals and injuring them in the same country is illegal! According to the Government of Zimbabwe, in terms of Statutory Instrument 362 of 1998, corporal punishment can be applied to male students on account of neglect of work, disobedience, wilful damage of property, theft, dishonesty, assault, bullying, indecency, or any misconduct of a serious nature. Zindi (1997) found out that corporal punishment is still a popular method of behavioural correction in Zimbabwe in spite of calls to be cautious in its use in schools.

Past researches on deviant behaviour have demonstrated that deviant students mostly come from families with low social and economic statuses (James 2001:24). However recent studies have indicated that family type is not significantly related to deviant behaviour in schools (Jou 2010:313). Therefore it seems that low social and economic statuses cannot properly explain the deviant behaviour of students in the present time. Therefore if children and parents develop positive parent-child relationship or students and teachers develop good teacher-student relationship deviant behaviour can be significantly improved. There are a number of studies on the correlation between the parent-child relationship and deviant behaviour (Sokal-Katz et al 1997). However few researches have probed into the correlation between the teacher student relationship and deviant behaviour. Sokal-Katz (1997) cited the statement of Hirsh and suggested that the connection between parental attachment and deviant behaviour was that in family interactions parents teach their children about forbidden
behaviour so as to avoid deviant behaviour. Therefore the social control of laws in society is conveyed by parental attachment and by parental nurturing and interactions.

Based on literature review Sokal-Katz (1997), suggested that the parent child relationship and social control are common in studies of deviant behaviour. However although the teacher-student relationship meets the definition of the attachment theory it has rarely been discussed in empirical studies. The research will therefore include the teacher – student relationship, the parent – child relationship and social control to compare how they help in curbing deviant behaviour in mission and government schools. In educational practice many teachers feel helpless as family education is seen to counteract teachers’ efforts to improve students’ behaviour; many parents also complain that school educators are not taking the responsibility for student behaviour. Ogidefa (2008) argues that leading factors of youth deviant behaviours include the media, the influence of family life, wide spread abuse of drugs and alcohol and lack of strong punishment that exists for juvenile offenders. Fong (1973), and Hsu (1999), argue that some investigators have attributed these low rates of delinquency and other behaviour disorders to culture related factors. That is Christian culture emphasises conformity, family solidarity, harmonious relationships and respect for authority especially the unconditional respect for elders. The circular culture on the other hand emphasises freedom and individualism. Consistent with other notion of cultural differences, Kelley and Tseng (1992) report that Chinese parents in North America use more physical control over their children and more restrictive child rearing practices than other non-Chinese counterparts.

In Zimbabwe the main issue confronting most youth is a breakdown in the transmission of social values and norms which should take place through the family, local community and school also. Sifuna (1980), argues that his is reinforced by the often poor physical environment, inadequate or poorly distributed economic and recreation opportunities in the
city and the lack of social support. The breakdown of traditional sanctions to combat the culture of violence enables the cycle of violence to continue. One of the direct consequences is the movement of the youth to the street. The family and school have ceased to operate as primary socialisation agents. The street culture or gang has become primary socialisation agents and friendship support network (Sifuna 1980).

It is understandable in view of reality that standards are declining and morals are deteriorating, (Theo 2010). Bryant (2011) maintains that the decline in education and ethical values, results from the nature of transformation in all directions. Sanchers et al (2011) pose that the school leaders are to blame for the problems present in the schools since they are not devoted to the growth and development of education as their predecessors hence White (2002), urges all educators to take seriously the work of education as it is just like the work of redemption. School leaders blame the children and parents sometimes the blame is also directed to the government for unpleasant conditions of service and lack of and poor physical facilities in schools. Although most of these problems can be solved easily, high rate of recurrences of deviant behaviour among students become the concern of school administration, parents, teachers, social workers and counsellors (Theo 2010).

It is the belief of the researcher that if deviance is curbed in secondary schools there will be reduction in juvenile delinquency which will translate to high academic achievements and low adult crime levels in the country.

This research aims at comparing how mission and government high schools are dealing with deviance in an attempt to determine better ways of controlling pupils.
1.2 STATEMENT OF THE PROBLEM

Deviance in secondary schools is increasing at an alarming rate as portrayed by the numerous reports on deviant act by the media. Some of the increases in youth crime have resulted from changes in the way violent youths or students behaviour have been responded to, (Levine 2007).

1.3 AIM

The research is aimed at comparing how deviant behaviour is curbed in mission and government schools.

1.4 OBJECTIVES

The specific objectives of this project are;

a) To find out the factors that lead to deviance among pupils.

b) To find out the methods used in controlling deviance.

c) To find out the effectiveness of social control systems instituted in schools to curb deviant behaviours among pupils in selected high schools.

1.5 RESEARCH QUESTIONS.

1 What are the strategies used by the schools to curb deviant behaviour among the students?

2 How do the students respond to the methods of control used by the teachers?

3 Which method of control is regarded as the most effective measure in dealing with deviants?

1.6 ASSUMPTIONS

Effective ways of curbing deviance are available.

- Different approaches of dealing with deviance are being used in different schools.
• Deviance can be reduced when a holistic approach is employed by the ministry of education, the educators and the students.

• All the people selected in this research will respond to the questionnaire.

1.7 SIGNIFICANCE OF THE STUDY

The study will ascertain the best method used to achieve accepted level of discipline. This will enable schools to obtain higher pass rates, students concerns addressed at grassroots levels holistically and achieve a peaceful teaching and learning environment.

1.8 DELIMITATION

The research will be carried out at Ruya Adventist and Darwin high schools. The research will concentrate on teachers and pupils. The research will target ‘O’ and ‘A’ level students since they are the students experiencing adolescence. Though some junior forms maybe included the researcher was limited by the resources.

1.9 LIMITATIONS

Impediments to this research could be inadequate materials to substantiate the research. The information required is sensitive that some teachers might not cooperate. The major impediments to this research would be inadequate time for collection of data since the researcher is a full time teacher at the school. The researcher would thus administer questionnaires to participants during her spare time.

1.10 Operational Definitions

Deviance: Deviance is behaviour that some people in society find offensive and which excites, or would excite, if it were discovered, disapproval, punishment, condemnation, or
hostility. Deviance is behaviour that is likely to get you into trouble. Deviant behaviour is outside the bounds of the group or society (Goode, 1997:37).

**Mission schools:** is a school connected with a mission and conducted by missionaries, it is a school run by the church.

**Government schools:** it’s an organisation which is committed to student learning and the promotion of Excellency in the profession, with the aim of establishing relevant disciplines.

**Curbing:** is described as a way of controlling and or limiting.

**Disciplinary committee:** is a committee which ensures that children in schools are law abiding, orderly and peaceful in the pursuit of educational objectives or goals in the school community.
CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction

According to Gay (1987:24) literature review is “…is a systematic identification, location and analysis of documents containing information related to the research”. Furthermore a review of available literature is essential in the sense that, it contributes towards a clearer understanding of the nature as well as the meaning of the research problem. In addition, literature review helps uncover various studies that have been undertaken as well as the deficiencies of such studies. The deficiencies can be in the form of invalid, incomplete, methodologically flawed, one sided, or biased researches (Obenzinger 2005). As a result, when deficiencies have been realised this paves way for the current study to fill the established gap. Filling the established gap will then add new knowledge to already existing knowledge (Alston and Bowles 2003). Therefore, literature review provides an insight into the dimensions and complexity of the research problem, thus placing the research in a historical context and providing a source for building knowledge about previous thinking.

2.2 Common offences committed by high schools pupils

Literature was reviewed in line with the following objectives of the study: factors that lead to deviance among pupils, methods used in controlling deviance and to find out the effectiveness of social control systems instituted in schools to curb deviant behaviour among pupils in selected high schools. Rodway et. al. (2011) surveyed 363 juvenile perpetrators for eight years in England and Wales and found that history of drug and alcohol abuse was
common. This was associated with a prevalence of family dysfunction, abuse, educational defects and discipline problems in the home. Doubeni (2010) surveyed adolescents in the United States of America, USA, for a period of four years, among the 52 percent of the 370 subjects who experienced symptoms of nicotine dependence 40 percent of them eventually became daily smokers. He reported that adolescents did not get to recognise the dependence symptoms of smoking, and they were most likely to develop addiction to smoking.

According to Parkay (2006), the most pressing social problems confronting schools in the USA was the abuse of illegal drugs, tobacco and alcohol. Drug abuse among pupils still remained at alarming rates despite its move from the top ranked problems facing schools in the USA to the fourth ranked problem in the 2003 Gallup Poll. The Michigan Institute for Social Research (2002) cited by Parkay (2006: 182) reported that, “in 2001, 54% of students had tried an illicit drug by the time they finished high school, alcohol use remains extremely widespread among today’s youth with 80% of students having consumed alcohol.” A survey conducted by the National Parents Resource Institute for Drug Education cited by Manning (2004) found that high school pupils who carried guns to school in 1993-1994 were 14.5 times more likely to use cocaine, nearly twice as likely to drink alcohol, and three times as likely as to smoke marijuana as compared to those pupils who did not carry guns.

The study conducted in USA by Kaufman (2000) reported that in 1995 and 1997 about 32 percent of all pupils in grades 9 to 12 reported that someone had offered sold or given them an illegal drug within the school premises. Pupils at these schools were 3 times more likely to smoke, drink or be on drugs than pupils whose schools are located in the outskirts of town centres. The Bureau of Justice Statistics and National Centre for Education Statistics (2003) cited by Parkay (2006:183) reported that “71 percent of public schools experience one or
more violent incidents and 22 percent of pupils in public schools reported the existence of gangs in their schools.” These gangs can disrupt the learning process, create disturbance in a school and cause other pupils to feel insecure. Brown (2002), cited by Parkay (2006:189), reported that in the USA “4 out of 10 pupils become pregnant and about 80 percent of these pregnancies are unintended.” Hence most teenage mothers (aged between 15-19 years) dropped out forfeiting their school certificates. Lockwood (1997) interviewed 110 pupils in USA who reported that they had been involved in illegal drugs, possession of handguns and fighting. Fighting was in form of kicking, hitting with fists or an object, threatening with a gun or a knife or eventually using the gun or knife. About 16 percent of all high school pupils had been in 1 or more fights on school property (Lockwood, 1997).

However, a study conducted by the Center for Disease Control and Prevention (1999) on Youth Risk Behaviour revealed that over 35 percent of high school pupils in USA had been in a physical fight on school property. As a result, over 5 percent of high school pupils had missed 1 or more days of school because they felt too insecure to go to school. Between 1993 and 1998 117 pupils were killed in acts of violence, the Centre reported this as a small percentage but quite an intolerable number. Grant et. al. (2011) surveyed 3,999 high school pupils in USA and found that the prevalence of stealing was 15.2 percent. They reported that some of these pupils who stole had impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems and had parent-child difficulties. However some pupils who stole just had a diminished ability to resist recurrent impulses to steal objects that they did not need for their monetary or personal use. It was found that such pupils stole during extra-curricular activities hence these pupils missed out on extra-curricular activities. The study further reported that lack of involvement in extra-curricular activities was significantly associated with stealing.
In Nigerian schools, according to Okosun (2010), indiscipline acts by high school pupils were on the increase and had become a source of worry for teachers, parents, school authorities, and society at large. Acts of indiscipline had rendered schools unsafe for normal academic processes. These included such acts as; hooliganism, disrespect for school authority, truancy, drunkenness and cheating in examinations. According to Khan and Khan (2011), most pupils cheat in examinations as a result of pressure from home to get admission to reputable colleges and universities. In Nigeria, acts of indiscipline among pupils were blamed on the abuse of drugs (Fanfuwa, 1971). This has also been confirmed in Zimbabwe. The Presidential Commission of Inquiry set up in 1998 showed that disruptive behaviour in Zimbabwean schools was caused by drug abuse by pupils (Daily National, July 2000) cited by (Ngesu, 2008). While illegal consumption or sale of drugs and alcohol among school pupils may not, in it, be violent, such behaviour often led to violent acts. This was because students who abused drugs exhibited the following; aggressive behaviour, depression, anxiety or irritability, memory loss, over excitement, secretiveness and were less self-confident. These behaviours were all pre-requisite to delinquent behaviour (Ngesu, 2008).

Ngesu et. al. (2008) surveyed 150 pupils in Kenya, and 80 percent of the pupils argued that alcohol was the most frequently abused drug followed by tobacco because it was sold legally compared to most drugs. The media was another reason pupils consumed alcohol as most alcohol commercials had attractive scenes with people looking very happy hence pupils wanted to experiment. These advertisements that mostly targeted men tended to portray that it was masculine to drink alcohol. Alcohol was easily abused as there were no drastic side effects on personal health if consumed moderately. It was also reported that alcohol was more acceptable in society compared to other drugs. The study further revealed that it was easier to
sneak alcohol in school than other drugs, as pupils easily mixed alcohol with juice in the drinking bottles.

Moreover, in most schools in Kenya, there was a wide variety of drugs and pupils abused drugs because they were readily available and easy to access, thus schools in town centres were best known as drug dens (Chisele, 1996; Merton and Nisbert, 1971). Pudo (1998) stated that parental influence was yet another reason pupils were involved in drug and alcohol abuse. Pupils from homes where parents took drugs tended to imitate the behaviour of their parents by taking illegal drugs. Pupils learnt from what they saw by imitating the acts of parents and other people in the community. However, the main reason for drug abuse was peer pressure as pupils wanted to have a sense of belonging or to be seen more powerful than their peers. Peer group pressure represent the interests, determine expectations of the peer groups and had an important bearing on whether or not a pupil would try dependence producing drugs. Moreover it was the friends and peers that were likely to be a source of information for drug users and about the availability of drugs (Ngesu, 2008).

Subair (1999), conducted a study in Botswana among 200 high school pupils to find out their attitudes towards juvenile delinquency. It was reported that absenteeism, stealing and smoking were the most frequently committed offences. Other offences that were committed by pupils included drug abuse and dangerous fighting. However this study conducted by Subair did not establish the kind of offences that the 200 pupils actually committed as Subair only looked at offences that the pupils perceived to be prevalent in their schools. However, had offences that pupils committed been established, it would have provided a better perspective on the prevalence and nature of these offences. Indecent dressing was rife in Nigerian schools. Yaroson and Zaria (2004:4) have reported that “it is a common occurrence
nowadays to see students using the school uniform into a fashion that advertises his or her body . . . a male pupil wearing tight shorts or trousers to school . . . a tight dress on a female pupil.” Other forms of pupil indiscipline included; pupils dodging classes, not reporting for school, roaming the streets in school uniforms during school hours, lack of respect for teachers. Heavy smoking, alcohol and drug abuse are also among the forms of indiscipline prevalent among Nigerian schools (Yaroson and Zaria, 2004).

A study conducted by Moseki (2004), reported that truancy was rampant among high school pupils in South Africa, as the rate at which pupils were absent from school and dodged class was very alarming. Pupils mostly missed the first two periods of class in the morning and the last periods. Meanwhile other pupils would be seen roaming the streets in school uniform during school hours. This caused concern among teachers, parents and government because of the short and long term effects of truancy on pupils and the society, such as; loss of academic opportunities, poor academic performance and eventual drop-out. Truancy was also linked to delinquent behaviour and juvenile crime. O’Keefe and Stoll (1992), cited by Moseki (2004), reported that 150 schools revealed that 31 percent of pupils in the 10th and 11th grade admitted that they dodged class. Absenteeism and dodging classes were reported as being caused by the inappropriate behaviour of teachers, lack of parental support, peer pressure and perception of pupils of the relevance of subjects taught to the world of work. Other reasons were cited as being psychological such as; pupils having low self-esteem, low academic self concept, anxiety and lower academic aspirations. The few studies conducted on pupil discipline in Zambia have reported that absenteeism has been and continues to be a major disciplinary problem Mwape, 1990). Other discipline issues include rudeness to teachers, dodging class, noise making (Banja, 2002), drunkenness, drug abuse, loose morals,
vandalism, fighting, ‘strikes’, anti-social behaviour and in subordination (Mwanakatwe, 1974).

2.3 Ways of curbing deviance

In a case study done by Matope and Mugodzwa (2011), Department of Gender Studies Midlands State University Gweru, there is prevalence of corporal punishment in Zimbabwean Schools in the 21st Century. The results are summarised as follows. All the interviewed students noted that they only knew of the cane or rod as the form of corporal punishment used in secondary schools. Similarly teachers and heads interviewed admitted to beating both male and female students using a stick or rod. From these findings, it can be concluded that canning as a form of corporal punishment is evident in Gweru Urban Secondary Schools. Students indicated that they had been subjected to corporal punishment by their teachers. Most teachers said that they used corporal punishment on a regular basis, while a few condemned the use of corporal punishment. This evidence suggests that the use of corporal punishment is prevalent in Gweru Urban Secondary Schools. Students indicated that they were subjected to corporal punishment on a daily, weekly or monthly basis by their teachers. The study also revealed that some students were subjected to corporal punishment by all their subject teachers. This research is going a step further in determining other effective control measures used to curb deviance. Apart from that the research aims at comparing different control measures implemented in selected schools.

Furthermore, the research done by Matope and Mugodzwa (2011) revealed that the continued use of corporal punishment is unwarranted and has no advantage at all in the teaching and learning process. Students argued that they could do much better without the presence of the
stick or the whip. They vehemently pointed out their dislike of the cane and called for its immediate and permanent withdrawal from the school system. The reasons given were:

Some teachers beat us for flimsy reason. Teachers beat us because they have their own social problems, particularly because they are experiencing difficult economic times like any other Zimbabwean. Some teachers hurt us in the process of beating us, we are not dogs. Some students abscond to a particular subject; they fear the teacher’s habitual beating. Some teachers beat us so that we do not report their short comings. We are subjected to unjustified torture.

Some students have social problems that emanate from homes which may not be solved by being beaten. The students’ opinions are in line with Zindi (1997).s findings that corporal punishment causes physical pain and gives children a feeling of fear and insecurity which may affect their emotional development. Robertson (1996) similarly found out that bad behaviour by students may stem from the families where there is violence in the home, family discord and disharmony. Parental disorder, criminality among parents, large family size and general overcrowding can also be a source of deviance. A student brought up in such a family may have problems in following the stringent morals demanded by the school, henceforth; corporal punishment may not be the appropriate solution. McMannus (1995) also found out that teachers sometimes beat students to defend their poor lesson planning and presentation. Yet poor lesson preparation and presentation breeds classroom misdemeanours and misbehaviours or sleeping. Similarly, McMannus (1995) concluded that when the teacher resorts to the cane, they are admitting failure to teach, because teachers teach to change attitude, behaviour and way of thinking. This implies that if punishment is imposed it can either bring positive or negative results.
According to Bedding (2006), Phiri (1983) and Mwanakatwe (1974), strategies such as punishment, suspension, rewards and praise for good behaviour and unsealing have been used to curb indiscipline in high schools in Zambia. Therefore a holistic approach in determining effective ways of dealing with deviant behaviour can to be employed by the Zimbabwean schools.

2.4 Strategies that help reduce indiscipline among high school pupils

In the USA peer counselling programmes are used under a qualified counsellor, where pupils address problems and issues such as interpersonal problems at home and at school, substance abuse and career planning. When peer counselling is combined with cross-age tutoring, younger pupils learn about drugs, alcohol, premarital pregnancy, delinquency, dropping out and HIV-AIDS among others. Cross-Age tutoring involves college age students meeting with pupils in high schools, or high school pupils meeting with those in junior high. In these preventive programmes, older students sometimes perform dramatic episodes that portray pupils confronting problems and model strategies for handling the situation presented, (Parkay, 2006; Yaroson and Zaria, 2004). Rodway et. al. (2011) suggested that earlier intervention targeting social and psychological adversity and substance misuse could help to reduce the level of risk for future violence and may reduce homicide rates among juveniles. Ajowi and Simatwa (2010) sampled 916 pupils in Kenya and found that guidance and counselling was minimally used to promote discipline among high school pupils. Instead corporal punishment as mostly used to solve discipline problems in all schools, despite the ban on the use of corporal punishment. However, in Botswana it was suggested that corporal punishment should be used with consideration and administered for rightful reasons. This was to be done according to the strict guidelines of the education act of Botswana, if not
pupils would never take discipline seriously and juvenile delinquency would rise (Banda, 2004).

To respond to the needs of at-risk pupils, Edwards and Young (1992:78) have suggested that schools “need to reconceptualise the networks of community organizations and public services that might assist, and they need to draw to those community resources.” One such approach is known as the school-based inter-professional case management. The approach uses professionally trained case managers who work directly with teachers, the community, and the family to co-ordinate and deliver appropriate services to at-risk pupils and their families. Shana (1973) postulates that all discipline should ideally be the concern, not only of the schools, but of the society as a whole, using out-of-school approaches that made discipline start in the very early childhood at home. Shana was of the view that the community should also play a part in curbing indiscipline among pupils as the homes the pupils came from were also responsible for indiscipline among pupils. A survey by Manning (2004) also found that pupils involved in school and community activities and those whose parents talked to them about drug abuse were more disciplined and were less as likely to use drugs.

Yaroson and Zaria (2004:10) have suggested that:

. . . to curb indiscipline in secondary schools there is need to include moral education in the school curriculum as moral values build a consistent set of values and ideas which become a basis for making personal decisions about how to behave in relation to other people and the society.
Hence, the school should teach pupils how to learn and use their time effectively. The school environment should be busy, and an active place in which both the teachers and pupils know that they are on the same side, working together to achieve something worthwhile. School administrators and teachers can ensure discipline through reduction, rather than an increase of formal rules, as rules are there to make school comfortable.

Phufi (1980) emphasises that what promotes pupil indiscipline in schools is the inhibition of the right communication channels with the school authorities; hence schools should develop rightful communication channels with pupils. He further notes that peer pressure, the media, the home background of the pupils such as divorce, neglect, abuse, conflict are among causes of indiscipline in schools.

Tiberondwa (1974) suggests participatory democracy in schools whereby pupils are involved in the process of decision making as this creates trust among the pupils, staff and administrators thereby reducing occurrence of riots in schools. He further states that once pupils are represented or consulted at various levels they can sympathize with administrators’ difficulties and can make constructive contributions. Mwanakatwe (1974:221) states that the growth of a disciplined school requires “as a pre-condition a healthy and easy relationship between staff and pupils” where the school should seek primarily to develop the individual personalities of pupils by giving constructive suggestions to pupils on how they can avoid getting in trouble. Reeves (2008) reported that at Woodstock school, improvements in pupil behaviour were as a result of improved relationships among teachers, administrators and pupils. This relationship was enhanced through teachers endeavouring to learn names of pupils and showing that they really cared for pupil welfare.
The goal of school discipline must not aim at punishing, but at teaching pupils how to behave and be useful members of the community (Shana, 1973). School administrators and teachers should use punishment for corrective and reformative purposes and not for inflicting emotional and physical pain (Bedding, 2006). Bedding further states that the curriculum should include visitations to important places such as police stations and rehabilitation centres for drug addicts in order to instil fear in pupils who intend to experiment with illicit drugs and alcohol. According to Subair (1999) the various suggestions that have been made at national level for curbing indiscipline in high schools have apparently impelled many countries to set up juvenile courts, remand homes, reformatory schools and correctional homes or juvenile prisons. However he further stated that it seemed that all these measures had not been sufficiently effective in curbing indiscipline and juvenile delinquency.

2.5 Summary

In summary, indiscipline in high schools is a big problem and its nature seems to be the same in different parts of the world. Cases of alcohol and drug abuse, smoking, fighting and violence and truancy tend to be associated with adolescents in their high school years. Indiscipline has been found to be mainly caused by home, school and personal factors. A number of remedies have been used to help curb indiscipline, such as counselling, cross-age peer tutoring, community networks and punishment. Studies reviewed suggest that there is a relationship between extra-curricular activities and discipline. Activities such as sports, drama, music, scout, dance, and various clubs like chess club have been used to help curb indiscipline. The next chapter discusses the methodology used in the study.
CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in the study. It shows the research design, population and sample, sampling procedure, data collection and data analysis procedures used, as well as the ethical considerations.

3.2 Research Design

In this study both the qualitative and the quantitative paradigms will be used in order to maximize the strengths and minimize the limitations of each paradigm. The advantages of combining the two approaches such as verification of data and guarding against biases have been stated by several researchers (Best and Kahn, 2009 and Gall et. al. 2007). The research design used in this study was a descriptive survey. Descriptive survey is a method of collecting information by interviewing and/or administering a questionnaire to a sample of individuals. It can be used when collecting information about people’s attitudes, opinions, habits or any educational or social issues (Orondo and Kombo), cited by Kombo and Tromp (2006). The nature of this study required the use of interviews and questionnaires in order to find out factors leading pupils to engage in deviant behaviour, ways of controlling deviance and the effectiveness of the ways used as to control deviant behaviour.

3.3 Population

Best and Khan (1993) define population as, ‘...that group about which the researcher is interested in gaining information and drawing conclusions’. The definition was corroborated by Borg and Gall (1989), who postulated that a target population was called a universe
population and it means all members if a real or hypothetical set of people or objects to which we wish to generalise the findings of our research. The population for this study comprised of form 3, 4, 5, 6 and 10 teachers.

3.4 Sample
Tuckman (1998) defined sampling as selection of small group that was assumed to be related to the population from which it is drawn. A sample saves time and money. From the sampled schools (Ruya Adventist High and Darwin High) the author drew a total of 60 respondents, the two high school pupils and 10 disciplinary committee members. The sample from students was randomly selected from their registers, while all members from the disciplinary committee were interviewed. The approach was supported by Borg and Gall (1989), arguing that the advantage of drawing a sample from a large target population was that it saved time and the expense of studying the entire population. For the purpose of this study, the author found a sample of two schools most suitable. The latitude to choose the sample size was noted by (Tuckman 1978:107), who argued that ‘there is no fixed number of percentages of subjects that determine the size of a sample”. It may depend on the nature of the population of interest or data to be gathered and analysed. Cohen and Manion (1990:90) took the argument further asserting that the number of variables the researchers set to control in their analysis and types of statistical tests wished to make must inform their decision about the sample size prior to research undertaking.

3.5 Research Instruments
The nature of data to be collected and respondents impelled the researcher to employ two different instruments, questionnaires and interviews. The researcher wanted the instruments to complement one another. Cohen and Manich (1994) advised that the reliability and validity
of results could be affected by “... the ignorance of the respondents, misunderstandings and bias.” The instruments used were simply and for most parts required use of ticks.

3.5.1 Questionnaires

Good (1973) defined a questionnaire as, “means of securing answers to questions using a form that the respondent fills in himself.” Tuckman (1978) further supported that a questionnaire is a way of getting data about a person by asking him rather than watching him or her. As it was stated by Borg (1989), “careful planning and sound methodology, the mailed questions could be very valuable research tool in education.” Haralambos and Holborn (1980) held a strong view that questionnaires and interviews were the descriptive survey method of research. The questionnaires had the advantage that it could reach the respondents who were situated in different areas and it saved the researcher’s time and travelling expenses. It also had the advantage that respondents were allowed to give answers without the pressure that was often created by the presence of the researcher. The absence of the researcher from the participants allowed them to express their opinion openly and maintain their anonymity. As a result they provided information that they might not readily provide in a face to face situation. However, the questionnaire had its own disadvantages. Best and Khan (1993) cited that respondents may fail to understand the questions resulting in responses that were not in line with the researcher’s focus of study.

In this case the researcher used simple questions and language. Gay (1997:195) noted that some respondents submitted responses which were, “... carelessly and incompletely constructed and this could have a bearing on the validity of the results”. Another problem of the questionnaire was that it did not give room for further questioning where it might be necessary. To cater for this demerit, the research went on to interview the participants.
3.5.1 Interview

As cited by Cohen and Manich (1994), “An interview is a two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on certain aspects specified by research objectives.” An interview facilitated collection of data through verbal interactions between individuals. Instead of writing, the interviewee supplies information orally. Interviewing has its strengths like rapport could be gained with the subject. Friendly and secure relationships might enable the researcher to extract confidential information which the respondent might not be keen to put on paper.

Again an interview enabled the researcher to observe those non-verbal actions which also revealed a lot about the respondents’ feelings about the issue under study. The method allowed for the clarification of questions. Information that could evade other methods was like methods to be exposed since it dug deeper through probing. Cook (2006) was of the view that the interview is the most appropriate technique for revealing information about complex emotionally laden subjects that may underline an expressed opinion. Flexibility was also another merit of an interview. Uses of an interview were also supported by Borg and Gail (1994) who asserted that an interview was generally the most appropriate for interview studies in education. It provided a desirable combination of objectivity, depth and often permitted gathering valuable data that could not be successfully obtained by any other approach.

However, it has also been observed that face to face interviews had several problems. Flexibility, adaptability and human interaction which were unique features of an interview which were the tool’s strengths could also be the source of subjectivity or bias. The interviewee might be eager to please the interviewer while interviewers had a tendency to seek answers that support their preconceived notions. Interviews were also time consuming and limited the number of participants. Due to lack of adequate finances, the interview
seemed to be expensive to carry out since respondents lived in different locations. However, the interview still remained a reliable research tool.

3.6 Document Analysis

The researcher gathered information on common deviant acts in schools and the effectiveness of control measures used. This assisted the researcher to get true picture of the problems facing schools. Questionnaires and interviews had their own demerits but despite that they appeared to be the most appropriate for the study. The researcher had carefully constructed the questions and approaching the interviewees from whom she would get the required information valid and reliable. Best and Khan (1993) defines validity as the quality of data gathering instruments or procedures that enables it to measure what it is supposed to measure. Thus validity is concerned with the effectiveness of a measuring instrument that is used in making measurements.

3.6.1 Data collection procedures

The researcher had to seek permission from the school heads in order to conduct a study in the schools. The researcher had to issue out questionnaires to the respondents and arranged to collect them the day after having agreed with the participants. Interviews were carried out after having a clearance from the District Education Officer appointments confirmed.

3.6.2 Data analysis Procedure

Quantitative data was displayed on graphs whereas qualitative data was described based on the themes, derived from the research objectives, according to Musa (2010). The data was presented depending on which objective(s) the question was addressing. The results were used to conclude the research study.
3.7 Summary

This chapter dwelt on the research methodology involving the population, sampling sample and research instruments. The interview and questionnaires played a major role in collecting data. The next section, chapter 4, presented, interpreted and discussed data.
CHAPTER 4

4.0 Introduction

In this chapter the researcher presented, analysed and interpreted data and discussed research findings. The researcher presented data collected through interviews and documents. All tables were followed by explanations and interpretations by the researcher.

Fig 4.1 Gender

Fig 4.1 shows the pupils who were interviewed and responded to questionnaires, 50% were females and 50% were males and this gave equal participation of both boys and girls. Equal representation of both boys and girls enabled the researcher to gather information without bias of one gender.
Data analysed shows that the number of pupils who misbehave is higher in Darwin high than Ruya High. Pupils from mission schools are less mischievous than those from government schools. 37% of pupils in Darwin high are smokers compared to 3% at Ruya High. 11% of pupils at Darwin High drink while at Ruya the number is only 3%. This data shows that smoking and drinking are prevalent at Darwin high than at Ruya the reasons are probably that some people are selling and offering illegal drugs, within the school which is in line with Kaufman (2000)’s report that pupils at centres which are in town are more likely to smoke, drink or be on drugs than pupils who are located in the outskirts. Pupils at Ruya are at a Christian setting hence the limited number of smokers and drunkards. The law of God also helps to prohibit the intake of drugs. Due to some rebellious tendencies, only 3% smoke.

Data collected on incidences of fighting and bullying shows that 3% and 37% of pupils at Ruya and Darwin High were involved in fighting. 3% and 53% of Ruya and Darwin respectively were into bullying. In both cases bullying and fighting were more rampant at Darwin High than at Ruya. This can be attributed to the fact that pupils at Ruya are closely
monitored while they are in their dormitories while pupils at Darwin are freed each time they finish school.

Cheating in examinations and dodging lessons are other forms of indiscipline highlighted during the study. Reasons were attributed to laziness, peer pressure, attitude to the subjects and also ignorance. Discussions with Ruya pupils revealed that though they knew that cheating was bad, pupils were afraid to face their parents who sacrificed for their fees having bad results. These results are similar to the findings by O’Keefe and Stoll (1992).

Out of the interviewed pupils 37% in both schools are involved in stealing. This concurs with the study done by Suboir (1999) in Botswana which revealed that stealing is among the most frequent offences.

Data collected shows that 7% and 23% of Ruya High and Darwin high pupils respectively affirmed to Indecent dressing. This can be attributed to the effects of the community children come from. Furthermore Christians prescribe dress cord which is also enforced by the school regulations hence the differences with Darwin high. This concurs with Yoroson and Zaria (2004), who reported that it is a common occurrence nowadays to see students using the school uniforms into a fashion that advertises their body.

Figure 4.3 offences committed for the past three years
Figure 4.3 shows that in the data collected offences done by the pupils are more or less the same accept that pupils from Ruya do not show rudeness to teachers. However a number of pupils in Darwin high are committing similar offences which might imply that the methods used to curb deviance are not effective. It is also crucial to note that some of the methods used in mission schools and not found in government schools are effective in curbing deviance as shown by the pattern above.

Data collected revealed that 30% of the respondents from Darwin High had fights while at Ruya it was 3%. Bullying was also noted with Darwin having 53% and Ruya 3%. These responses were similar to the findings of The Bureau of Justice Statistics and National Centre for Education Statistics (2003) cited by Parkey (2006) who reported that 71% of public schools experience one or more violence incidents and 21% of pupils in public schools report the existence of gangs bullying others in their schools. These gangs can disrupt the learning processes, create disturbances in a school and cause other pupils to feel insecure.

It is because of these findings that one can safely say that some of the practices in mission schools help mould individual behaviour. From the discussions Ruya pupils mentioned the importance of a Christian environment which is characteristic of counselling sessions. They
maintained that in mission institutions some individual behaviour is suppressed and later on done away with. However this does not rule out the prevalence of deviants even in such schools.

Recurrences of similar disciplinary cases in Darwin High is an indication of poor methods or one can call them inadequate measures of dealing with deviance. As much as the education sector can be blamed for failing to curb deviance special attention has to be on the individual at play. Instead of making use of punishment, corporal punishment exclusion and some of the ways mentioned above, pupils should be equipped with what benefits them and also the society after life at school is over. This can only be achieved through a balanced communicative approach that is involving the child, parent and the school authorities. If good relations are established this will allow a common ground for every one hence making it easier to deal with deviants. Counselling will thus be easier to conduct and expected results will be easily achieved.

**Figure 4.4 Ways of dealing with disciplinary cases**

![Graph showing ways of dealing with deviance](image-url)
Figure 4.4 shows ways used to curb deviance in schools. Data collected revealed that corporal punishment and exclusion are common ways of curbing deviance in Darwin high, manual work counselling and suspension are list practised and teachers said this is due to the fact that manual work demands monitoring of which teachers might be reluctant to do that. During the discussions pupils pointed out that some methods like counselling and parental involvement that are neglected in most schools might be the most effective methods in curbing deviance.

Ajowi and Simatwa (2010) concurs with this view as in their study in Kenya they found out that guiding and counselling was minimally used to promote discipline among high school pupils. Teachers interviewed from Darwin high and Ruya Adventist high blamed the school system as they said they had little or no time to offer guiding and counselling to pupils due to ever increasing paper work. Instead corporal punishment is mostly used to solve discipline in all schools despite its ban.

Parental involvement was also pointed out as of significance. This was in line with Shana (1973)’s postulation that all discipline should ideally be the concern, not only of the school, but of the society as a whole. Pupils who had their parents talked to were more disciplined and were less likely to misbehave.

Other methods used like suspension and exclusion were said to be temporal measures as pupils said that the school authorities will be simply transferring the problem from the school campus to the society. Thus some pupils said that though these methods are used they are not effective.73% of the pupils interviewed in Darwin High argued that exclusion can be an effective measure as it can instil fear in some students who then shun mischievous acts. They said that fear of losing lessons would force an individual to have a good conduct.
Figure 4.5 Effectiveness of manual work

Data collected in figure 4.5 revealed that a number of pupils from both schools agreed to the use of manual work as an effective way of curbing deviance. 80% of the pupils in Ruya said that manual work was used in the schools. In Ruya pupils dig three meter pits and during the process lessons will be missed. This can also negatively affect the performance of the individual in question. Pupils said that most parents sacrifice their money paying expensive school fees thus performing below standard would negatively affect them.

However further discussions revealed that some pupils have no worries in missing lessons as some can even dodge and/or absent themselves from the class. It is because of this reason that 20% and 50% of pupils in Ruya and Darwin high respectively rendered manual work ineffective in dealing with deviants.

In Darwin High 50% of the pupils agreed to the effectiveness of manual work. In the discussions held it was said that manual work wearies the body and exposes individuals to the extent that they start to be labelled by others. Being seen in the garden weeding or cleaning the corridors would attract other pupil’s attention that might laugh at, mock you and do any
funny things. This is what most adolescents try to guard against hence they would avoid 
punishment in every means possible.

Figure 4.6 Effectiveness of corporal punishment

Figure 4.6 shows data which was collected when pupils were asked on the effectiveness of 
corporal punishment in curbing deviance. 24 out of 30 pupils from Ruya agreed on the 
effectiveness of corporal punishment and 19 out of 30 pupils from Darwin high also agreed 
on the use of corporal punishment as an effective measure.

On the discussions held pupils from Ruya argued that it was and is proper to make use of the 
rod as even the bible concurs to its use. They maintained that the restriction and abolishing of 
corporal punishment by the government has resulted in the rise of deviant acts by most 
pupils. Their main concern was on the decline of standards and deteriorating of morals, they 
attributed all this to the abolishing of corporal punishment. This is in line with Bryant 
(2011)’s view that the decline in education and ethical values’ results from the nature of 
transformations in all directions.
Pupils however pointed out that as much as corporal punishment should be used extreme caution must be exercised. Robertson (1996), similarly found out that bad behaviour by students may stem from the family where there is violence in the home, in such cases corporal punishment might not be the appropriate solution.

It is also important to note the views of a few individuals who were against the use of corporal punishment basing on the fact that corporal punishment is unwarranted and has no advantage at all in the learning process. They maintained that communication is vital in problem solving unlike instilling fear through the use of a stick. Their opinions are in line with Zindi (1997)’s findings that corporal punishment causes physical pain and gives children a feeling of fear and insecurity which may affect their emotional development.

**Figure 4.7 Effectiveness of exclusion**

Figure 4.7 shows that 73% and 63% of the respondents from Ruya and Darwin respectively agreed to the effectiveness of exclusion. Less than half of the pupils disagreed to the use of
exclusion as they said it lives the needy unattended. A detailed discussion on exclusion and suspension was combined after figure 4.8.

**Figure 4.9 Effectiveness of suspension**

![Bar chart showing the effectiveness of suspension in Ruya Adventist High School and Darwin High School.]

Figure 4.9 shows that 60% of the pupils in Ruya Adventist High School agree that suspension is an effective measure of dealing with deviance while about 77% of pupils in Darwin High School disagree.

From the discussion with pupils who were against the use of suspension and exclusion they pointed out that these methods are still used as the main means of suppressing behaviours. They pointed out that forced transfers that are embarked would entail transferring a problem from one school to another. One pupil said, “One wonders how reformatory the act of denying pupils facing disciplinary cases a chance of sitting for exams. For instance form 4s who are suspended in this error have nothing to worry in that there are numerous tuition centres where they would still continue learning in fact more effectively than in normal school sessions.” To them this would be good leave since they would be subjected to very few restrictions and hence maybe predisposed to various way ward acts. In a school pupils are moulded in all spheres of life which includes spiritual, social, moral and physical or rather
mental realms. Thus exclusion and suspension though used are not effective enough to curb indiscipline.

The discussions held with those who supported the use of these two forms pointed out that suspension and exclusion instil fear to the pupils hence doing away with the tendency of repeating the same behaviour. In support of this respondents said that carrying your bags from a boarding school herding home due to suspension is not an easy thing. They said that some of the students would laugh at you and do all sorts of things; some mentioned the difficulties of reaching home with angry parents and also facing the community knowing you have been suspended is just but an embarrassment. It was said that even returning to school after suspension would attract attention of many even the teachers themselves. Life for such people was said to be difficult as they would be labelled and other pupils distancing themselves from them. Pupils thus avoid any kind of behaviour that results in suspension and exclusion.
Figure 4.8 Effectiveness of counselling

Figure 4.8 shows that 67% of the pupils in Ruya agree to the effectiveness of counselling in curbing deviance and 50% of the pupils in Darwin High also agreed on the use of counselling.

From the discussions held with the pupils it was highlighted that counselling is very effective. Pupils said that counselling in schools is crucial as it is seen as beneficial to the individual and society as a whole. Through this the individual is inspired not only to explore but also to be at ease with the world of knowledge thus acquiring general competencies and habits of thoughts.

Findings from teachers revealed that the globalisation and rapid pace at which now knowledge is being created and utilised are among the recent developments which pose challenges to adolescents. They said that secondary education is based on the philosophy that children are mature enough to take the responsibility for their behaviour. There is the understanding that guiding and counselling when offered help individuals acquire knowledge,
skills and values that enhance self management. This is in line with David and Salton (2004)s’ assertion that though secondary students are young adults most of them remain in a suspended state of semi-immaturity and dependence. Thus the need for guiding and counselling services in secondary schools cannot be overstated. Globally, it is evident that students in educational institutions have needs that call for guidance and counselling services which if unattended could lead to numerous disciplinary issues and wastage of resources. Teachers further argued that due increasing workloads most of them neglect the subject of counselling since it’s not examinable.

One of the disciplinary committee members asserted that the adolescent stage is marked by emotional development that includes mood swings, enthusiasm tenderness, cruelty, curiosity and apathy. It is marked with increase of crime and deviancy. He further explained that this deviant behaviour could be a mirror image of violence regularly witnessed in their homes and or societies. Therefore counselling is the best way of understanding the root cause of some behaviour exhibited by pupils. Thus he said guiding and counselling like any other discipline should be treated as important.

Data gathered also revealed that some students engage in deviant behaviour such as drug and alcohol abuse and irresponsible sex behaviour which leads to the decline of moral integrity because they lack knowledge on how to effectively spend and manage their leisure time, hence the result to deviant acts. Consequently these challenges among students can result to disruption of learning, financial demands, material and other resource wastage. Thus they maintained that counselling brings positive results as it is based on a complete understanding and acceptance of students’ experiences.

Discussions also revealed that counselling services are not crucial for those students who deviate from the norm, but for all secondary school students. They highlighted that effective
counselling would enable them to deal with psychological problems they may experience and help them make rational decisions on how to solve or cope with life challenge without resulting to deviant acts.

**SUMMARY**

The chapter presented and analysed the gathered data. Data was analysed to find out if it answers the research questions and problems. Data collected from all participants was graphically presented to show differences between variables.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the research and makes recommendations pertaining to what schools and educators may do to curb deviant behaviour.

5.1 Summary

The data from the study was beneficial to the existing literature on ways of curbing deviant behaviour. The goal of the study was to compare the effectiveness of different measures used in mission schools and government schools. All of the data from the questionnaires was interpreted and analysed.

The original hypothesis stated that corporal punishment was mostly used in Zimbabwean schools. Analysis showed that the more pupils were beaten the more they would continue deviating from the norms and values of the school. Data collected indicated that even the pupils themselves were against the use of corporal punishment as they said it inhibits communication between the student and the teacher and does not address the root causes of indiscipline.

Analysis showed that schools also use suspension and exclusion as a way of dealing with deviants. These methods were said to be unhelpful as they only transferred a problem from one point to the other. Thus a method which would help both the society and the individual was needed, a long term measure which would bring lasting results which have positive impacts to the pupil.

The study indicated that manual work though employed in schools has failed to curb deviance. The failure was attributed to some societal influences which keep haunting the
individual. As such to solve these problems an approach which would equip the individual holistically was said to be the best.

The results of this study revealed that counselling is the best method to be used by educators so as to curb deviance. Findings indicated that where counselling is practised few cases of deviance are recorded thus proving to be an effective measure.

5.2 Conclusion

Deviance in schools is a worldwide problem that can have negative effects for the general school climate. It is comprised of drug abuse, fighting, dodging lessons, bullying, stealing, and vandalism of school property among others. The education sector and educators have employed different measures to curb such behaviour. However some of the measures have met resistance and some are said to be time consuming hence those who should implement them are reluctant to do so. The measure preferred to by most educators (corporal punishment) was abolished living the child who was once ‘abused’ unattended.

Schools have their ways of curbing deviance which include exclusion, suspension, corporal punishment, manual work and counselling among others. Though most of these are used they are living the individuals unequipped, without knowledge of the consequences of their behaviour. This is the reason why pupils repeat similar forms of deviance. Counselling if effectively used can help pupils in decision making before any act. Counselling is an important tool to be used to all who are experiencing adolescence.

5.3 Recommendations

5.3.1 Educators and schools should create a learning environment that limits cases of deviance and schools should reduce the amount of time students spend unsupervised and
monitor areas where deviant acts can be practiced because deviant acts are practised during the least supervised time for example lunch hour.

5.3.2 To address deviance schools should equip teachers with resources to conduct guiding and counselling services. This is because research has shown that most teachers are still lacking in counselling skills.

5.3.3 Successful implementation of counselling needs qualified personnel who would use their expertise in addressing social and psychological needs of the pupils, thus address the root cause of deviance.
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APPENDIX A

PUPILS’S QUESTIONNAIRE

DEAR RESPONDENT

INSTRUCTION

I am a student pursuing a Post Graduate Diploma in Education at Bindura University. I am carrying out a research on comparing how deviant behaviour is curbed in mission schools and government schools (a case study of Ruya Adventist and Darwin high schools). You are kindly requested to answer all the questions in this questionnaire as truthfully as possible. Your responses are strictly confidential

INSTRUCTIONS

☐ Do not write your name on this questionnaire.
☐ Answer all questions
☐ Tick in the box against your response
☐ Fill in the spaces provided

Name of school _______________________________________

SECTION A PERSONAL DETAILS

1. Sex Male [ ] Female [ ]
2. Ages. A. 15-17 years [ ] B. 18-20 years [ ]
3. Form. 3 [ ] 4 [ ] A level [ ]
4. What type of indiscipline do you experience in your school? (Tick all that apply)
   Smoking [ ] Stealing [ ] Drinking alcohol [ ]
   Rudeness to teachers [ ] Dodging classes [ ] Reporting late for class [ ]
   Fighting [ ] Bullying [ ] Vandalism [ ]
   Absenteeism [ ] Insulting [ ] Indecent dressing [ ]
   Cheating in exams [ ] any other, (please specify) …………………
5. In the past three years which of these offenses have you committed?
- Smoking □
- Stealing □
- Drinking alcohol □
- Rudeness to teachers □
- Dodging classes □
- Reporting late for class □
- Vandalism □
- Absenteeism □
- Insulting □
- Indecent dressing □
- Cheating in exams □
- Any other, ( ) □

**SECTION B**

**SCHOOLS DEALING WITH DISCIPLINARY ISSUES**

6. How does your school deal with cases of indiscipline?
- Corporal punishment □
- Manual work □
- Exclusion □
- Counselling □
- Suspension □
- Other ways (specify)

7. Manual work is an effective way of dealing with indiscipline

- strongly agree □
- agree □
- strongly disagree □
- disagree □

8. Corporal punishment is an effective way of dealing with indiscipline

- strongly agree □
- agree □
- strongly disagree □
- disagree □

9. Exclusion is an effective way of dealing with indiscipline

- strongly agree □
- agree □
- strongly disagree □
- disagree □
10 Counselling is an effective way of dealing with indiscipline

agree □ agree □ strongly disagree □ disagree □

Suspension is an effective way of dealing with indiscipline

strongly agree □ agree □ strongly disagree □ disagree □

THANK YOU FOR YOUR COOPERATION. APPENDIX A
TEACHER’S QUESTIONNAIRE

DEAR RESPONDENT

INSTRUCTION

I am a student pursuing a Post Graduate Diploma in Education at Bindura University. I am carrying out a research on comparing how deviant behaviour is curbed in mission schools and government schools (a case study of Ruya Adventist and Darwin high schools). You are kindly requested to answer all the questions in this questionnaire as truthfully as possible. Your responses are strictly confidential.

INSTRUCTIONS

☐ Do not write your name on this questionnaire.
☐ Answer all questions
☐ Tick in the box against your response
☐ Fill in the spaces provided

Name of school ___________________________________________ 

SECTION A

1 What type of indiscipline do you experience in your school? (Tick all that apply)

Smoking ☐ Stealing ☐ Drinking alcohol ☐

Rudeness to teachers ☐ dodging classes ☐ Reporting late for class ☐

Fighting ☐ Bullying ☐ Vandalism ☐

Absenteism ☐ Insulting ☐ Indecent dressing ☐

Cheating in exams ☐ any other, (please specify) ............................

2 How does your school deal with cases of indiscipline?

Corporal punishment ☐ Manual work ☐ Exclusion ☐

Counselling ☐ Suspension ☐

Other ways (specify) ........................................................................................................................................................................
3 Which method is most effective?

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4 Do you have cases of pupils who have appeared more than once in the disciplinary hearing?

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<th>Yes</th>
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