

ADOLESCENT SOCIAL CRISIS: IMPLICATIONS FOR
SECONDARY SCHOOL MANAGEMENT IN TIGANIA
DIVISION OF MERU NORTH DISTRICT

BY

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DECLARATION

I hereby declare that this project is my original work and has not been submitted to any other institution for academic credit.

Signed: Ewanjin

29/9/08

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Date

This project has been presented for examination with my approval as
University Supervisor.

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4.10.04

Dr. Godfrey Mse

Date

DEDICATION

To my mother, who, besides bringing me up, has continuously encouraged me to build myself up as a teacher.

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ABSTRACT

This was a study on the social crisis experienced by adolescents, in particular, those attending secondary school and its implications for secondary school Management in Tigania Division of Meru North District.

The data was collected from secondary schools in Tigania Division. These included Akithi Girls, Uringu Girls, St. Cyprian Boys, Korama Boys and Athwana Mixed Secondary School. The sample size was sixty-five respondents comprising of sixty students and five Principals. Data was collected by use of a questionnaire which had both closed and open-ended questions. There were also discussions among the researcher and the respondents.

The study revealed that teachers were supportive to students and responded to their complaints. Again, lack of adequate facilities for academics and recreation facilities and poor food were the most serious student complaints. Further, suspensions were the most commonly used form of punishment. More to that, Guidance and Counselling was available in most schools. The study also showed that, faced with difficulties, adolescents sought advice and other forms of assistance from parents.

Thus, there was a need to strengthen Guidance and Counselling in schools by appointing and training more teacher counsellors. Facilities for academic work and recreation and other extra-curricula activities also needed to be provided. Dialogue and involvement of students in decision making also needed to be strengthened.

Further, teachers and parents also needed to be assisted so as to be able to help adolescents who approached them with problems. The study also showed a serious need for good role-modelling from adults. Above all, it was imperative for schools to promote individual and group discipline for good academic performance.

CHAPTER ONE

1.1 BACKGROUND

Adolescence is defined by the Encyclopaedia of Psychology as the period of transition from childhood to early adulthood, entered at approximately eleven to thirteen and ending at eighteen to twenty-one years, the exact time period, however, depending on such diverse factors as the surrounding culture and biological development.

The major characteristic of adolescence is puberty and the growth spurt Kiura, Gitau and Kiura (1999) define puberty as the stage during which a person's sexual functions mature. As such, a person becomes capable of reproduction.

Intellectually, adolescents are at a stage of cognitive development that Jean Piaget called Formal operational (Bernstein and Wickens, 1997). This stage is characterized by the ability to think and operate symbolically and to reason abstractly and logically.

Socially, an adolescent is in the process of establishing a new self; of developing a self-concept (Bernstein and Wickens, 1997). In the process

of social development, they need a close friend who is understanding in whom they can confide and depend on for support and encouragement.

The most relevant social feature in adolescence is the tendency to belong to the peer group. It is an essential aspect of the search for identity. Since they are going through rapid changes, adolescents take comfort from being with others going through similar changes. The peer group is a source of affection, sympathy and understanding.

Unfortunately for many, adolescence is a period of "Storm and stress" (Rathus, 1983). Many adolescents are unable to cope with the challenges of growing up. This inability to cope constitutes a major crisis in the lives of many adolescents. Many adolescents therefore manifest this crisis in negative behaviour or indiscipline. Mbiti (1987) defines indiscipline as failure of a person to make reasonable decisions responsibly. Thus, an indisciplined person does not obey and does not respect others. He or she does not also make reasonable independent decisions responsibly.

Indiscipline in school ranges from minor offences such as untidiness, to major ones such as defying authority, strikes and riots, leading to loss of lives and destruction of property. In 1992, male students of St. Kizito

School in Meru stormed into their female colleagues' dormitory, harassed and raped them. Nineteen students died. In 1999, students of Nyeri High School doused the cubicles in which prefects were sleeping in petrol and set them on fire. The prefects died. In 2001, students of Kyanguli School in Machakos put a dormitory on fire, leading to the death of sixty seven students.

Other forms of indiscipline such as premarital sex and abuse of drugs have a major negative impact on the individuals involved. Such effects include unwanted pregnancies, spread of HIV/AIDS and other sexually transmitted diseases and even loss of life. More to that, some students withdraw socially.

This affects the social life of the school in that the socially withdrawn adolescent will not be willing to contribute to or participate in the life of the school, including academics. Further, some students bully others, especially younger ones, and cause greivous physical harm to them. These incidences also cause massive losses to schools when physical structures such as dormitories and administration blocks are destroyed or burnt in riots. These issues are a major challenge to school managers.

However, many school managers have not handled the crisis of adolescents effectively, thereby frustrating and infuriating students further. Griffin (1994) says that majority of schools do not have a mechanism for school managers to receive information and feedback from students. Thus, they do not dialogue with students to enlist their co-operation in the smooth running of the school. According to Castillo (1986) adolescents feel that adults and teachers do not understand them. Instead of helping adolescents cope with the challenges they face and resolve them, they resort to punishment and other forms of harassment. This causes a negative relationship between school management and students, which does not help to create a conducive learning environment necessary for good performance.

This study was therefore carried out to examine the challenges adolescence poses to school management in Tigania Division of Meru North District. It also offered suggestions useful in the improvement of understanding and dealing with adolescents in secondary schools. Again, it generated insights on adolescents' development needs and how they could be effectively met for smoother running of secondary schools in Tigania Division of Meru North District.

1.2 STATEMENT OF THE PROBLEM

The contemporary adolescent is faced with many difficulties in the process of growth and development. As mentioned above, many adolescents are not able to cope with these difficulties. As such, they resort to negative behaviour or indiscipline. While good academic performance is the primary focus of schooling in Kenya, it is ultimately negatively affected by indiscipline. This is because when faced by a crisis or when disciplined, it is difficult or impossible for adolescents to concentrate on their studies.

The researcher therefore sought to investigate the social crisis faced by adolescents and their implications for secondary school management in Tigania Division of Meru North District.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to outline the problems and challenges adolescence poses to secondary school management and to suggest ways in which school managers could manage and support adolescents better.

1.4 OBJECTIVES OF THE STUDY

The objectives that guided this study, derived from the purpose of the study above were:

1. To describe some manifestations of adolescent social crisis.
2. To identify the special needs of adolescents regarding school life.
3. To find out if poor students management escalates the crisis of the adolescence.
4. To find out how the challenges of adolescence affect students' curriculum performance.

1.5 RESEARCH QUESTIONS

This study sought to find answers to the following questions:

1. What challenges were faced by adolescents in the process of their growing up?
2. How did adolescents deal with these changes and challenges?
3. How did school managers deal with adolescents?
4. What could schools managers do to help adolescents cope with the challenges of growing up?
5. How did the crisis of adolescence affect learning?
6. What did adolescents need most with regard to schooling?

1.6 SIGNIFICANCE OF THE STUDY

It was hoped that this study could assist secondary school managers who handle adolescents for the better part of time, to understand them better.

Through understanding, it was possible to have dialogue with adolescents, and in this way, school managers could be able to handle adolescents facing the challenges of growing up better.

1.7 ASSUMPTIONS OF THE STUDY

This study was undertaken based on the following assumptions:

- a) That all secondary school students were adolescents.
- b) That all students were homogeneous in terms of their economic backgrounds.
- c) That all secondary schools operated under similar circumstances in terms of age of students.
- d) That secondary school managers were open and willing to improve their administrative procedures.

1.8 LIMITATIONS OF THE STUDY

Due to financial constraints, this study was undertaken in a small geographical area, that is Tigania Division of Meru North District. As such the generalizations of the findings could not be applied to other parts of the country which have different social circumstances.

1.9 OPERATIONAL DEFINITION OF TERMS

Adolescence: The period of transition from childhood to early adulthood.

Puberty: The period of a person's life during which their sexual organs develop and they become capable of reproducing.

Crisis: A time of great difficulty or uncertainty when problems must be solved or important decisions made.

Behaviour: The manner in which an adolescent conducts himself while at school in relation to school rules and regulations.

Student: One who studies in a secondary school.

School: An institution for educating children. Secondary school therefore refers to an institution in which students are educated at post primary level.

Management: The process of running and controlling a school.

Manager: A person involved in running and controlling a school. This includes head teachers and teachers.

Peers: Adolescents who are of similar age and who share the same social status and interests.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explains the physical, intellectual and social changes that adolescents experience. It also describes some of the negative behaviour that secondary school students, who are adolescents, exhibit as a result of these developmental changes. Further, it outlines the problems this negative behaviour presents to secondary school management.

2.2 PHYSICAL/BIOLOGICAL DEVELOPMENT

As said above, the major characteristic of adolescence is puberty, during which a person's sexual functions mature and he or she becomes capable of reproduction. According to Uba (1989), the manifestations of physical development in girls include the deposition of fat on the hips, growth of breasts, general increase in body size and widening of the pelvis. It also includes growth of pubic and underarm hair and the onset of menstruation. In boys, there is substantial increase in general body size, growth of beards and deepening of the voice. Boys also experience enlargement of the larynx with appearance of "Adams Apple". Further, there is rapid growth of the external genitals. In both boys and girls, there is increased activity of the oil and sweat producing glands which

causes pimples and acne and increases sweating. Sweating causes body odour.

According to Church and Stone (1984), these developments are very challenging to adolescents. Most adolescents are preoccupied with their physical appearance. They worry about their weight, their complexion and their facial features (Seifert and Robert, 1987). The rapid and unequal growth causes instability of movement and clumsiness. An adolescent is very conscious of his general physical unattractiveness and awkwardness (Castillo, 1986). As such, adolescents may spend a lot of time in front of the mirror appraising themselves (Church and Stone, 1984). As adolescents are overly concerned about their physical appearance, they may have an eating disorder known as Anorexia Nervosa or self-starvation. People with this disorder eat very little that is not enough for their bodies so as not to add weight. It is considered a reaction to extreme societal pressure to be slender - a response to a standard of attractiveness for women (Papalia and Olds, 1992).

Adolescents also experience powerful inner sexual drives caused by their sexual maturity. Girls also experience problems of dealing with

menstruation while boys have problems of dealing with wet dreams (Kiura, Gitau and Kiura, 1999).

According to Bernstein et al (1997), self-esteem in adolescence is related to physical maturity. Boys who go through puberty early have higher status, become leaders, are happy, poised and relaxed. Late maturing boys are more likely to feel rejected, dependent and dominated by others. For girls, maturing early leads to embarrassment and increased distance between girls and their parents and other girls. Due to the growth spurt, some adolescents tend to eat a lot, causing obesity. This can cause depression and anxiety in adolescents (Bee, 1994).

2.3 INTELLECTUAL DEVELOPMENT

As mentioned above, adolescents are at a stage of cognitive development known as formal operational. In this stage their intellect develops considerably and they are able to use logic. Adolescents think more often about possibilities and about the future.

They daydream and fantasize more. They have an improved capacity to allocate attention selectively and can therefore acquire new knowledge more efficiently and thoroughly (Seifert and Robert, 1987). Their newly

attained thought processes are exhibited in a new preoccupation with understanding themselves, in an egocentric reliance on logic and an intense, new idealism. They can compare the ideal state of affairs to the actual. They also begin to question issues and circumstances. They feel invulnerable and special and think that they will not be affected by the things that affect others, "The personal fable" (Lefrancois, 1993).

This makes them eager for new experiences. Feelings and the imagination have a lot of influence on adolescents' minds, leading to inconsistency in interests and opinions (Castillo, 1986). With the development of their reasoning and critical thinking capacities comes intellectual immaturity such as extremism in making judgments.

2.4 SOCIAL DEVELOPMENT

Socially, an adolescent is in the process of establishing a new self; of developing a self-concept. Erik Erikson believed that the chief task of adolescence is to become a unique adult with an important role in life (Papalia and Olds, 1992). According to Kiura, Gitau and Kiura (1999), adolescents experience feelings of insecurity and uncertainty. This is because they are going through a period of fast physical and psychological growth and mental development which brings new ideas and emotions which are frightening, causing insecurity.

The process of establishing a self-concept causes identity crisis in adolescents (Bernstein and Wickens, 1997). This identity crisis can bring about feelings of loneliness, as they become more aware of the necessity of living their own lives and being responsible for themselves (Castillo, 1986). Thus, friendships are very important in adolescence. This is because in adolescence, people learn to trust others besides their parents. As such, they become intimate with friends and share thoughts and feelings. An adolescent offers his identity to a friend, sees it reflected in him or her and is therefore better able to clarify the self. As such, friendships are very important to adolescents and they are deeply affected by the break-up of a friendship. This need for friendship is expressed in same sex friendships or heterosexual friendships (Papalia and Olds, 1992).

Peer groups are the most relevant social feature of adolescence. They are an essential component of the search for identity. Since they are experiencing rapid changes, they take comfort and reassurance from others who can understand them because they are in similar circumstances (Kiura, Gitau and Kiura, 1999). In addition to the peer group being a source of affection, sympathy and understanding, it is also a place for experimentation and a supportive setting for achieving

autonomy and independence from parents (Seifert and Robert, 1987). Mutie and Ndambuki (1999) say that peer groups are made of agemates who know each other and are of roughly the same maturity and background. Peers enjoy spending time together pursuing shared activities and goals. The peer group is a source of information for an adolescent. Here, an adolescent is given feedback about his strengths and weaknesses. Peers are a testing group for ideas and behaviour. New rules, ideas and behaviour are adapted if the peer group approves (Kiura, Gitau and Kiura, 1999). Peers are important models and sometimes have more control over an adolescent's behaviour than adults (Castillo, 1986). Peer groups provide an identity and a sense of belonging. Loyalty to a peer group presents a powerful control over many adolescents who conform more to behaviour and ideas advocated by peers than that advocated by parents (Kiura, Gitau and Kiura, 1999).

2.5 MANIFESTATIONS OF ADOLESCENT SOCIAL CRISIS AND ITS EFFECTS IN SCHOOLS

The crisis of adolescence is manifested in various forms of indiscipline and abnormal behaviour. According to Burden (1995), indiscipline is any student behaviour that is perceived by the teacher to compete with or threaten the academic activities at a particular moment. It creates disruption in the flow of school activities. Mbiti (1974) says that

discipline has a direct relationship to academic standards. They both move in sympathy, discipline taking the lead. Thus, discipline is very essential for teaching and learning. No learning can be successful without discipline. According to Santröck (1996), abnormal behaviour is behaviour that is maladaptive and harmful. It fails to promote the well-being, growth and fulfillment of the adolescent and others.

Physical development in adolescents presents some challenges to school management. With the growth spurt, adolescents need enough food which should be balanced. In secondary schools, students complain that the food provided is not well prepared or is not enough. Again, preoccupation with physical appearance may cause adolescent students to be withdrawn if they do not appreciate their physical appearance. If they are withdrawn, students do not participate well in the life of the school. They may not be willing to do their duties such as cleaning. They may not be willing to participate in extra-curricular activities, especially games and sports for which they have to change into sports attire. Sports attire further exposes their unproportional bodies. Students affected by Anorexia Nervosa and other eating disorders are actually physically sick and depressed. Papalia and Olds (1992) say that between two percent and eight percent of adolescents with Anorexia Nervosa eventually die of

starvation. Above all, preoccupation with their physical appearance and lowered self-esteem negatively affect academic performance of adolescents because they cannot concentrate on their studies in their current state of mind. The intellectual development of adolescents comes with some difficulties for school management. Adolescents think they are clever and know everything, with the acquisition of new intellectual skills. They therefore think that parents and teachers should only give advice and make suggestions, not to insist, forbid, correct or punish (Castillo, 1986). This creates conflicts between adolescents on one hand, and their teachers and parents, on the other. Again, adolescents begin to question the actual situation of their school and to compare it with the ideal school. This can lead them to make many demands on their school, majority of which cannot be met. They then begin to protest, sometimes mildly, other times more seriously through strikes or walking out of their schools to education officials' offices, media houses or to the streets. Such incidents have been reported in the media. Further, with their increased intellectual capacity, adolescent begin to question issues. They especially question their school rules and break rules that are not logical and reasonable to them. They question school values and traditions too. There is a high level of rebellion among adolescents as part of adolescent idealism resulting from their intellectual development. Adolescent

rebellion is also a manifestation of a new push for independence and freedom from adult supervision. More to that, adolescents' intellects are developed such that they can rationalize all their behaviour.

The social crisis in adolescence is exhibited by negative feelings such as depression, hopelessness and despair (Papalia and Olds, 1992). Some adolescents also have fierce anger and aggressiveness. There is a lot of emotional imbalance reflected in extreme sensitivity, irritability and shyness. Again, adolescents have an inability to concentrate on required tasks. Many adolescents do not like responsibilities, which they view as burdensome (Church and Stone, 1984)

They also engage in self-destructive preoccupation with some one-sided activity such as listening to music, watching television or reading novels (Seifert and Robert, 1987). Adolescents can also be bored people who turn to simple-minded forms of excitement such as vandalism or bullying (Castillo, 1986). They are egocentric and disregard the welfare of others. They also feel that parents and teachers do not understand them. They view parents and teachers as old-fashioned (Kiura, Gitau and Kiura, 1999). Social changes in adolescence pose a tremendous challenge to school managers. Adolescents, being egocentric, have many problems living

together (Castillo, 1986). Since others do not matter to them, they do what they want without regarding its effect on others. This is misconstrued as freedom, which adolescents think of as the absence of external constraints or influence (Church and Stone, 1984). Again, peers can influence one another towards negative behaviour such as drug abuse, bullying, premarital sex and even master minding strikes. The Daily Nation of January 10th, 2001 carried a feature of an adolescent boy influenced and bullied into a marijuana habit by peers in a school.

Peers are also very loyal to one another and maintain a lot of secrecy with regard to one another's activities (Kiura, Gitau and Kiura, 1999). As a result, many negative activities go on in schools without the knowledge of the school management as adolescents will not report to them since this is viewed as disloyalty to the peer group. Further, with adolescents' view of freedom as the absence of external constraints or influences, they reject school rules and parental values which are viewed as constraining (Castillo, 1986). Since friendships are important to adolescents, they may spend lots of time on the phone with their friends, reading letters from or writing to their friends, all at the expense of their studies (Church and Stone, 1984).

Heterosexual relationships are a major source of concern in school. Adolescents are attracted to members of the opposite sex and as such, need to form heterosexual friendships. This is because there is need for balance in relationships, which is a prerequisite for growth. However, heterosexual relationships are turned into avenues for sexual experimentation, instead of helping in forming balanced relationships. Premarital sex has many serious negative consequences for adolescents. These include the spread of HIV/AIDS and other sexually transmitted diseases. According to The Standard of January 13th, 2000, 20% of students are HIV positive. There is also the risk of unwanted pregnancy and abortion for girls, which causes interruption or termination of their studies when they deliver and sometimes have to look after the babies. Muganda (1996) says that across the country, adolescent girls account for over 50% of abortion-related cases. Most of all, sexual activity causes feelings of guilt, lower self-esteem and self-confidence. This can seriously affect academic performance in particular and school life in general.

Another challenge of adolescent social development is that from being bored, adolescents can also try out new behaviour and activities, such as violence and destruction of school property (Church and Stone, 1984).

Drug abuse is also a serious challenge to school management. According to Tony Johnston (2000), a study carried out by Pathfinder International revealed that drug use and abuse among Kenyan youth has been the direct cause of poor school performance in exams, students' riots which have caused considerable damage to school and other public buildings as well as loss of life. It is also connected with the growing rates of crime within many Kenyan communities. Adolescents give various reasons for use and abuse of drugs such as relaxation, to show independence, to relieve stress, to satisfy curiosity, and to copy a role model. They also cite rebellion, boredom and keeping up with the crowd. They are influenced by the media into believing that using drugs is a measure of sophistication. The most prevalent drugs are cigarettes and alcohol. These account for 87% of all regular use. Others are miraa, bhang and other hard drugs such as cocaine and heroine. Drugs and alcohol are associated with sexual promiscuity and forced sexual intercourse. As with other negative behaviour, drug abuse is common with adolescents unable to cope with the challenges of development which causes frustration and depression.

2.6 SUMMARY AND CONCLUSION

In summary, adolescents face a crisis in the process of their growth caused by an inability to cope with the physical, intellectual and social

changes taking place within them. As a result, they exhibit various forms of negative behaviour, ranging from failure to do their duties and to fulfill their responsibilities, to master-minding school strikes, bullying others or abusing drugs. Letting oneself be influenced by friends and peers is also negative behaviour in itself.

This chapter explains the various modes of students' negative behaviour as stemming from the challenges and difficulties of growing up, not just as premeditated misbehaviour. If this concept is understood by school managers, it will be possible to deal with adolescent students in better, more positive ways towards the achievement of the goals and objectives of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research methodology that was employed in the study. It explains the research design used in the study as well as the study population. Research instruments used for data collection are identified and described. Finally, the method of data analysis and presentation adopted by the researcher is highlighted.

3.2 RESEARCH DESIGN

This was a descriptive research which was conducted using a survey design. A survey was appropriate for this study since, as Wiersma (1985) observes, survey studies are conducted to determine the status quo and are concerned with the gathering of facts rather than the manipulation of variables. In this study the researcher was interested in identifying difficulties faced by adolescent students and the managerial interventions employed to solve them, while suggesting possible solutions. Further, according to Good (1992), a survey is useful in that it not only secures evidence concerning existing situations or current conditions but also identifies standards or norms with which to compare present conditions so as to plan for the next step. Thus, findings of the survey

would help school managers chart their way forward towards student management and curriculum performance.

3.3 STUDY LOCATION

The study was conducted in Tigania Division of Meru North District. This was chosen because according to the Wangaii Report on Students Discipline and Unrest in Secondary Schools, Eastern Province, in which Meru North District is situated, had the second highest rate of student unrest at a rate of 12.4%, following Central Province at a rate of 13.5%. Further, the infamous St. Kizito tragedy of 1992 took place in Tigania Division. These prompted the researcher's interest in conducting a research in this geographical location.

3.4 STUDY POPULATION

The population for the study comprised of fifteen secondary schools, which constituted one co-educational secondary school, seven girls-only and seven boys-only secondary schools. One co-educational school was used because it was the only one in Tigania Division. Fifteen school principals and sixty students formed the study population.

3.5 RESEARCH SAMPLE AND SAMPLING PROCEDURE

This study was a survey research in design in which an attempt was made to select a sample that was representative of the population. According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. A sample of ten percent of the population is considered the minimum. For small populations, twenty per cent of the population may be considered. Stratified random sampling was adopted whereby the fifteen secondary schools in the division were classified into co-educational schools, Girls' schools and Boys' schools.

Thirty percent of the population was sampled, giving five secondary schools for the sample. The boys' and girls' secondary schools were selected by balloting, whereby the names of the schools were written on small pieces of paper which were folded and mixed up. The researcher then picked four papers and the schools named on them were selected for the sample. The sample had one co-educational school, being the only one available in the study location.

The principal of the sampled schools became automatic respondents. To identify respondents among students stratified random sampling was

employed where classes represented stratas. Thereafter random sampling was used to identify three respondents in each strata. This was done by balloting whereby all the students in each class had to pick small pieces of folded up paper which had the words "YES" or "NO" written on them.

Those who picked papers written "Yes" were the respondents for the study. Thus, twelve respondents were identified from each school. A sample size of sixty student respondents was realized. Akithi Girls, Uringu Girls, St. Cyprian Boys, Korama Boys and Athwana Mixed secondary schools constituted the sample.

3.6 RESEARCH INSTRUMENTS

The research instruments used in data collection included a questionnaire for Principals and a questionnaire for Principals and a questionnaire for Students. Unscheduled interview schedules with students in focus group discussions were also used to complement the responses they gave in the questionnaires. This was done after talking to the students and reassuring them that the study was for research purposes only. This helped them overcome their fear of repercussions for their openness.

3.6.1 QUESTIONNAIRES

Questionnaires provide a cheap means of collecting data from large numbers of people (Peil, 1995). There were two sets of questionnaires, one for each head of institution (principal) and the other for students. Gall et al (1996) points out that questionnaires are appropriate for studies since they collect information that is not directly observable as they enquire about feelings, motivations, attitudes, accomplishments as well as the experiences of individuals.

The questionnaire for principals was divided into two sections, I and II. Section I sought background information on the principal and the institution. Section II sought relevant information on student behaviour, student difficulties and possible solutions to these difficulties. The questionnaire for students was divided into two sections I and II. Section I sought background information on individual students. Section II dealt with adolescent challenges and possible ways of overcoming them. Questionnaires had both closed-ended and open-ended questions depending on the nature of information sought. Open-ended questions sought opinions and feelings of the respondents while the closed-ended questions sought factual information. The researcher also used school

records on student discipline to establish the discipline patterns in the sample schools.

3.7 PILOTING

The questionnaires were piloted at Burieruri Secondary School in the same division. However, this school was not included in the sample. Wiersma (1985) says that piloting is important as it helps identify misunderstandings, ambiguities and useless or inadequate items. In the pilot study, it emerged that the language used in the questionnaire was a bit difficult for the students to understand. This prompted the researcher to simplify the language used in the questionnaires for students.

3.8 DATA ANALYSIS AND PRESENTATION

Items from the questionnaires and unscheduled interview schedules were arranged and grouped according to particular research questions. Respondents were classified into male and female respondents because males and females have different behaviour patterns. These differences could influence their responses. Responses received from the questionnaires were organized, tabulated and analysed using simple frequencies and percentages. Peil (1995) maintains that when making the

CHAPTER FOUR

PRESENTATION OF DATA FINDINGS AND

DISCUSSIONS

4.1 INTRODUCTION

The study intended to identify adolescent challenges and managerial initiatives for managing student behaviour. This chapter presents the findings of the study focusing on the following areas:

- Description of the school;
- Description of the teachers;
- Offences perceived most serious in the school;
- Punishments given for students' indiscipline;
- Commonly held students' complaints;
- Communication channels between school management and students;
- Teachers' responses to students' complaints;
- Forms of recreation provided by schools;
- Involvement of students in decision making;
- Students' responses when dissatisfied with the management;
- Incidence of drug abuse and premarital sex and the reason behind them.
- Forms of assistance available to adolescents when faced with difficulties;

- Influence of discipline on students' academic performance;
- Suggested solutions to adolescent problems.

4.2.1 DESCRIPTION OF SCHOOLS

For the purpose of meeting research objectives the researcher felt a need to probe into the opinions of students towards their school in general.

Research findings are summarized in table 4.2.1 below:

Table 4.2.1 Students opinions towards their schools

RESPONDENTS	GOOD		BAD	
	No	%	No.	%
Males	32	46%	3	4%
Females	35	50%	—	—
Total	67	96%	3	4%

The description good or bad was based on performance in national exams, availability of learning resources and physical facilities and the relationships between students and school managers. Majority of student respondents perceived their schools as good, though only three male students perceived their schools as bad.

4.2.2 DESCRIPTION OF TEACHERS

Student respondents were asked their opinions toward their teachers in particular. Their descriptions were as either supportive or unsupportive.

Supportive teachers were those available to students for consultation on academic and non-academic matters. They were also perceived by students to have a positive attitude towards them. Again, supportive teachers stood up for students when there was need. Unsupportive teachers were those perceived by students to be unavailable, to have a negative attitude towards them and did not stand up for students when it was called for. Research findings are summarized in table 4.2.2 below:

Table 4.2.2. Students' opinion towards their teachers.

RESPONDENTS	SUPPORTIVE		UNSUPPORTIVE	
	No.	%	No.	%
Males	30	42%	5	7%
Females	35	48%	2	3%
TOTAL	65	90%	7	10%

Ninety per cent of respondents perceived their teachers as supportive while ten per cent indicted that their teachers were unsupportive. At seven per cent a bigger proportion of male respondents looked at their teachers as unsupportive while three per cent of female respondents indicated that their teachers were unsupportive.

4.2.3 OFFENCES PERCEIVED MOST PREVALENT IN THE SCHOOL

In all human societies there are set rules and regulations to be followed and observed by the subjects.

Schools have laid down rules and regulations to be observed by students. Failure to observe such rules is an offence. Table 4.2.3 summarizes the responses of student respondents concerning the offences considered most serious in their schools:

Table 4.2.3. Offences perceived most prevalent in schools.

RESPONDENTS	STEALING		SNEAKING OUT		FAILURE TO DO CLASS ASSIGNMENTS		BULLYING		USING AND/OR PEDDLING DRUGS		FIGHTING		INCITEMENT	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	6	8%	19	24%	5	6%	1	1%	6	8%	—	—	—	—
Female	4	5%	6	8%	5	6%	3	4%	8	8%	11	14%	4	5%
Total	10	13%	25	32%	10	13%	4	5%	14	18%	11	14%	4	5%

Sneaking out of school was perceived as the most serious offence by respondents at thirty two percent. At eighteen percent using and peddling drugs was considered the second most serious offence. Both stealing and failure to do class assignments at thirteen percent were considered the third most serious offence. Although sneaking out led at thirty two percent it was considered the most serious offence by twenty four percent of male respondents while a mere eight percent of female respondents looked at sneaking as a serious offence. Again, although fighting was not considered a serious offence by male respondents, female respondents ranked it the most serious offence at fourteen percent.

4.2.4 PUNISHMENT GIVEN TO STUDENTS

Until the recent past, corporal punishment was the most widely used form of punishment. However, corporal punishment has been banned by the government. The researcher was therefore interested in knowing the alternatives to corporal punishment used by schools to maintain student discipline. Table 4.2.4. summarizes the student respondents' answers.

Table 4.2.4. Punishments Given To Students

RESPONDENTS	MANUAL WORK		SUSPENSION		BUYING BARBED WIRE		BULLYING		CALLING PARENTS TO SCHOOL		EXPULSION		CASH PENALTIES	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	8	8%	23	23%	7	7%	4	4%	2	2%	2	2%	9	9%
Female	8	8%	24	25%	1	1%	6	6%	4	4%	—	—	—	—
Total	16	16%	47	48%	8	8%	10	10%	6	6%	2	2%	9	9%

Respondents indicated that suspensions were the most commonly used mode of punishment at (forty eight percent). Manual work at sixteen percent score was ranked as the second most commonly used mode of punishment. Respondents also indicated that students being sent home to bring their parents (six percent) and cash penalties (nine percent) were also used as alternative punishments. However, cash penalties were indicated as punishment by male respondents only.

4.2.5. COMMONLY HELD STUDENT COMPLAINTS

Student unrests are common in the country. They are prompted by students' complaints. The infamous St. Kizito tragedy took place within the study location. The researcher was interested in identifying some of the persistent issues students complain of. respondents listed pertinent complaints as summarized in table 4.2.5

Table 4.2.5. Commonly Held Students' Complaints

RESPONDENTS	FOOD		FACILITIES		NEEDS FOR OUTING AND PARENTS VISITING DAYS		PUNISHMENTS		TEACHING		OTHERS	
	No	%	No	%	No	%	No	%	No	%	No	%
Male	11	11%	33	33%	1	1%	3	3%	7	7%	5	5%
Female	4	4%	20	20%	9	9%	—	—	2	2%	5	5%
Total	15	15%	53	53%	10	10%	3	5%	9	9%	10	10%

At fifty three percent score respondents felt that lack of facilities was the main issue students complain of. At fifteen percent and ten percent score poor food quality and the need for outings, parents' and visiting days were ranked second and third respectively. At a response score of ten percent favouritism, need for inter school discussions, students' involvement in decision making, healthcare and theft were grouped together and labeled "other" and came third in the list of students'

complains. Three percent of respondents listed punishment as a complaint.

4.2.6 COMMUNICATION IN SCHOOLS

Communication is an important ingredient for harmonious co-existence in any society. For good relationships between students and school management communication should be efficient and effective. The researcher was interested in identifying how students present their grievances to school management.

Table 4.2.6 depicts the responses.

Table 4.2.6. Communication In Schools

RESPONDENTS	PREFECTS		ASSEMBLIES		GUIDANCE AND COUNSELLING		THROUGH TEACHERS	
	No	%	No	%	No	%	No	%
Male	8	19%	6	15%	2	5%	4	10%
Female	6	15%	12	29%	—	—	3	7%
Total	14	34%	18	44%	2	5%	7	17%

Assemblies at forty four percent score were indicated as the main communication method used by students. Prefects at thirty four percent score stood at the second most commonly used method of forwarding student grievances. At seventeen percent teachers served as a means of communicating student complaints. The Guidance and Counselling Department at five percent was used by only male respondents to register students' grievances.

4.2.7 TEACHERS' RESPONSES TO STUDENTS' COMPLAINTS

Table 4.2.7. Responses To Students' Complaints

RESPONDENTS	SOLVED		IGNORED	
	No.	%	No.	%
Male	27	38%	9	13%
Female	35	49%	—	—
Total	62	87%	9	13%

Eighty seven percent of the respondents indicated that their complaints were promptly addressed with only thirteen percent of respondents indicating that their complaints were ignored by teachers.

4.2.8 FORMS OF RECREATION PROVIDED IN SCHOOLS

Table 4.2.8. Recreation In Schools.

RESPONDENTS	CLUBS		GAMES AND SPORT		MOVEMENTS		DRAMA		ENTERTAINMENT		LIBRARY	
	No	%	No	%	No	%	No	%	No	%	No	%
Male	9	7%	31	25%	4	3%	4	3%	10	8%	1	1%
Female	15	12%	30	24%	5	4%	2	1%	10	8%	5	4%
Total	24	19%	61	49%	9	7%	6	4%	20	16%	6	5%

Games and sports at a forty nine percent score was rated the best recreation provided by schools. The respondents rated clubs (nineteen percent) and entertainment (sixteen percent) second and third respectively. Drama and Library were rated last at a four percent score and 5 % score respectively.

4.2.9 INVOLVEMENT OF STUDENTS IN DECISION MAKING

Table 4.2.9. Involvement In Decision Making

RESPONDENTS	YES		NO		SOMETIMES	
	No.	%	No.	%	No.	%
Male	7	10%	17	25%	11	16%
Female	18	26%	4	6%	12	17%
Total	25	36%	21	31%	23	33%

Thirty six percent of respondents indicated that they were consistently involved in decision-making. At thirty three percent score respondents indicated they were occasionally (sometimes) involved in decision-making. Thirty one percent indicated that they were never involved in decision-making. At twenty five percent score majority of the male respondents indicated they were never involved in decision making while at a majority score of twenty six percent female respondents indicated that they were consistently (always) consulted in decision making.

4.2.10 STUDENTS' RESPONSE WHEN UNHAPPY WITH SCHOOL MANAGEMENT

The researcher enquired from the student respondents what decision or steps they took when dissatisfied with their school management.

Table 4.2.10 Students' Response To School Management

RESPONDENTS	SEEK DIALOGUE		BOYCOTT		GO HOME		DEMONTRATION	
	No.	%	No.	%	No	%	No.	%
Male	21	32%	7	11%	1	2%	10	15%
Female	16	25%	8	12%	2	3%	—	—
Total	37	57%	15	23%	3	5%	10	15%

At fifty seven percent score respondents indicated seeking dialogue as the option often taken by students when dissatisfied with the management. Boycott and demonstration took second and third position at a score of twenty three percent and fifteen percent respectively. Only male respondents chose demonstration as an option.

4.2.11 ENGAGEMENT IN PREMARITAL SEX AND DRUG ABUSE

Drug abuse and premarital sex are negative modes of behavior that can have serious consequences on the individuals involved. These include the risks of unwanted pregnancies and abortion and the consequent interruption or complete termination of studies for female students. There is also the risk of the spread of HIV/AIDS. Drug abuse also causes lack of concentration on studies, rowdy behaviour or complete loss

of mental faculties in the people involved. Table 4.2.11 summarizes the findings.

Table 4.2.11. Engagement In Premarital Sex and Drug Abuse.

RESPONDENTS	YES		NO	
	<i>No.</i>	%	<i>No.</i>	%
Males	21	30%	14	20%
Females	8	11%	27	39%
Total	29	41%	41	59%

At a response score of fifty nine percent majority of respondents indicated never having engaged in premarital sex and drug abuse. The remaining forty one percent of respondents indicated having been involved in drug abuse or premarital sex or both. At a score of thirty nine percent majority of female respondents indicated they had never engaged in drug abuse or premarital sex.

4.2.12 REASONS FOR ENGAGEMENT IN PREMARITAL SEX AND/OR DRUG ABUSE

The researcher was interested in identifying the reasons behind the respondents' engagement in drug abuse or premarital sex.

Table 4.2.12. Reasons For Premarital Sex And Drug Abuse.

RESPONDENTS	PEER PRESSURE		BOREDOM		CURIOSITY	
	No.	%	No.	%	No.	%
Male	19	51%	3	8%	6	16%
Female	5	14%	2	5%	2	5%
Total	24	65%	5	13%	8	21%

At a score of sixty five percent respondents indicated they engaged in drug abuse and/or premarital sex due to peer pressure. Curiosity (twenty one percent) and boredom (thirteen percent) were the second and third cause of drug abuse and premarital sex among the respondents.

4.2.13 SOURCES OF HELP/ADVICE

The researcher wanted to know from whom adolescents seek advice and assistance when faced by challenges.

Table 4.2.13 depicts the responses given by respondents.

Table 4.2.13. Sources Of Help For Adoloscents.

Respondents	PARENTS		TEACHERS		PEERS		LITERATURE		CHURCH	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	23	19%	18	14%	18	14%	7	6%	5	4%
Female	17	16%	23	19%	9	7%	—	—	1	1%
Total	40	35%	41	33%	27	21%	7	6%	6	5%

At a score of thirty five percent respondents indicated that parents were the main source of assistance to adolescents when faced by crisis. Teachers and peers acted as second and third options at a score of thirty

three percent and twenty one percent respectively. Literature at a six percent score served as a source of help as indicated by male respondents only. The church/religion with the least score of five percent was also a source of assistance to adolescents.

4.2.14 EXTENT OF THE INFLUENCE OF DISCIPLINE ON STUDENTS' ACADEMIC PERFORMANCE

Table 4.2.14. Influence Of Discipline On Academic Performance

RESPONDENTS	GREAT EXTENT		NEUTRAL		NO EXTENT	
	No.	%	No.	%	No.	%
Male	2	50%	-	-	-	-
Female	2	50%	-	-	-	-
Total	4	100%	-	-	-	-

Hundred percent of school principal respondents indicated that discipline has a great influence on students' academic performance.

4.2.15 SUGGESTED SOLUTIONS TO ADOLESCENT PROBLEMS AND CHALLENGES

The researcher wanted to know some of the ways through which adolescent thought their problems could be addressed.

Table 4.2.15 depicts the suggested solutions to adolescent challenges.

Table 4.2.15 Suggested Solutions To Adolescents Problems

RESPONDENTS	GOOD ROLE MODELS		GUIDANCE AND COUNSELLING		ADEQUATE TEACHING		INVOLVEMENT IN DECISION MAKING	
	No.	%	No.	%	No.	%	No.	%
Males	4	5%	27	33%	1	1%	12	14%
Females	2	2%	30	36%	2	2%	5	7%
Total	6	7%	57	69%	3	3%	17	21%

Respondents considered Guidance and Counselling at sixty nine percent score to be the best solution to their problems and challenges. At twenty one percent score respondents indicated that students' involvement in decision-making could ease adolescent problems. Good role models and adequate teaching at seven percent and three percent respectively were indicated by respondents as viable options to solving students' problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter seeks to summarize the entire project work and to bring in the researcher's conclusions and recommendations based on the findings.

5.2 SUMMARY

This study was to investigate the social crisis faced by adolescents and their implications for secondary school management in Tigania Division of Meru North District. A sample size of five schools was selected from a population of fifteen schools, this being thirty percent of the population in the division. Stratified random sampling procedures were utilized to identify the five schools. Gender was used as the ideal strategy to create the strata.

For the purpose of data collection, questionnaires were used. The researcher delivered them to the respondents personally and collected them after a two week period to enable them respond to each item as clearly as possible. Unscheduled interview schedules with students were also used.

The researcher analyzed the information gathered from the field with a view of fulfilling the research objectives and answering the research questions. The study revealed the following:

- Ninety percent of respondents indicated that teachers were supportive to students.
- The most serious offences as perceived by respondents were sneaking out of school, drug abuse, fighting and stealing. Sneaking out of school was considered most prevalent with the biggest proportion of thirty two percent of respondents.
- Punishments given to students included suspensions, manual work, summoning parents to school, cash penalties and buying barbed wire for the schools in order of proportion. The percentages are forty eight percent, sixteen percent, six percent, nine percent and eight percent respectively.
- Lack of adequate facilities (fifty three percent) and poor quality of food (fifteen percent) were identified by respondents as the main cause of dissatisfaction and complaints from students.
- Assemblies and prefects at forty four percent and thirty four percent respectively are the main channels of communication used by students and school managers.

- Eighty seven percent of the respondents indicated that teachers responded to students' complaints by solving them.
- Games and sports, clubs and entertainment served as the main forms of recreation provided to students by the schools at forty nine percent, nineteen percent and sixteen percent respectively.
- Thirty six percent of respondents said that students were always involved in decision-making.
- Fifty seven percent of respondents indicated that students sought dialogue with school managers whenever they were unhappy with them.
- Fifty nine percent of respondents indicated they had not engaged in drug abuse and premarital sex while forty two percent indicated they had engaged in them.
- Peer pressure at sixty five percent and curiosity at twenty one percent were identified by respondents as reasons for engaging in premarital sex and drug abuse.
- Parents, teachers and peers were identified as the main sources of help when students were faced with difficulties at thirty five percent, thirty three percent and twenty one percent respectively.
- Hundred percent of respondents indicated that discipline has significant influence on students' academic performance.

- Guidance and Counselling at sixty nine percent and involvement of adolescents in decision-making at twenty one percent were suggested by respondents as ways that could assist students overcome adolescent challenges.

5.3 CONCLUSIONS

From the findings, the researcher drew the following conclusions:

- Adolescent students perceive teachers as supportive.
- Sneaking out of school was perceived as the most serious offence by students.
- Suspensions were the most widely used punishments for student indiscipline.
- Lack of adequate facilities was the main cause of dissatisfaction among students.
- Assemblies were the major forum for addressing students' grievances.
- Teachers responded positively to students' complaints by solving them.
- Games and sports were the main form of recreation availed to students in schools.
- School managers involve students in decision-making.

- When unhappy with the management, students sought dialogue to register their grievances.
- Students engage in drug abuse and premarital sex due to peer pressure.
- When faced with difficulties, adolescents seek advice and other forms of assistance from parents.
- Individual student discipline and group discipline determines students' academic performance.
- Guidance and counselling could be the best way to assist students cope with adolescent challenges.

5.4 RECOMMENDATIONS

In view of the discussions in the preceding chapters the following recommendations were made:

- Although teachers are regarded by adolescent students as supportive, more effort should be put to enhance and strengthen teacher-student relationships. Further, training in student management would be of great importance to teachers. School managers must also motivate teachers enough so that they may be willing to give their best to the students. As such, teachers will be more available for consultation with students on academic and non-

academic matters. More to that, schools should have programmes towards changing teachers' attitudes towards students and their jobs to be more positive. Again, teachers who stand up for students should not be victimized by school managers.

- Guidance and counselling should be strengthened as a method of curbing indiscipline among adolescent students. This would reduce the time wasted in suspensions and in doing manual work.
- The issue of facilities should be addressed more seriously by school managers with an intention of alleviating adolescent students' complaints.
- Communication between teachers and adolescent students should be enhanced to ensure that students understand the difficulties faced by the school management in its struggle to meet their needs and to address their grievances.
- Recreation facilities availed to students should be diversified to ensure that adolescent students have a wider variety of choice and to expose them to more diversified knowledge and activities.
- More effort should be put in involving adolescent students in decision making in schools. This makes them own the decisions, thus accepting and participating more in the fulfillment of those

decisions. Further, involving them makes students feel mature and responsible and they behave as such.

- Dialogue should be encouraged as a means of building healthy relationships between adolescent students and school management.
- Although the church is not regarded by adolescent students as of great help in solving their problems, spiritual formation and pastoral programmes have a significant impact in moulding adolescent behaviour. There is need to enhance this with the intention of ensuring a religious heritage and a strong moral background which is necessary in leading disciplined lives.
- Schools should begin programmes to assist parents to learn better parenting styles so as to be of help to their growing adolescents. Parents can then supplement teachers' efforts in helping students deal with difficulties.
- To fight drug abuse and discourage premarital sexual activity among adolescents, peer support groups and peer counseling should be initiated and strengthened in schools.
- Individual and group discipline should be promoted and enhanced in schools so as to improve and maintain good academic performance.
- Role-modelling would be a supplement to guidance and counselling in maintaining discipline among adolescent students. Thus, teachers

and other adults should display and maintain positive behaviour consistently.

- Adolescent bodies are growing and thus need good quality and a well balanced diet. School management should provide this.

In conclusion, adolescents are real people with needs and aspirations, successes and failures, strengths and weaknesses. They need to be supported to become the best they are capable of becoming.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

- A similar study should be carried out in a different geographical region to investigate the challenges unique to such an area and to establish viable remedies.
- A study should also be done to establish the role of parents in helping adolescents address their challenges.
- Research should be done among many other schools to establish how their managements deal with adolescent negative behaviour.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

This is an educational study being undertaken to find out the problems of adolescence and their implications for secondary school management in Tigania Division of Meru North District. It is hoped that the findings will assist school managers in dealing with adolescents. You are therefore requested to complete the questionnaire to the best of your knowledge. The information will be treated confidentially and will only be used for the study.

INSTRUCTIONS

Please respond to all the items by ticking (√) in the box where necessary and briefly writing in the spaces provided appropriately. It is not necessary to write your name.

SECTION I

1. Name of school.....
2. Sex: Male Female
3. Age.....
4. Class.....

SECTION II

1. How can you describe your school?

Good

Bad

2. How can you describe your teachers?

Supportive

Unsupportive

3. How can you describe your parents?

Supportive

Unsupportive

4. Which are the five most significant rules in your school?

a).....

b).....

c).....

d).....

e).....

5. What is regarded the most serious crime in your school?

.....

6. How is it dealt with by the school administration?

.....

7. What are the main grievances in your school?

a).....

b).....

c).....

8. Is there communication between the students and the administration?

Yes

No

9. If yes, how is it done?

.....

10. How does your principal act on students' complaints?

By solving them

By ignoring them

11. Do you have enough food in your school?

Yes

No

12. Does your head teacher explain the problems the school is facing?

Yes

No

Sometimes

13. Do you have enough time for extra curricular activities?

Yes

No

Sometimes

14. What forms of recreation does your school provide?

.....

.....

.....

.....

.....

15. Are students involved in making decisions in your school?

Yes

No

Sometimes

16. Is the food in your school well prepared?

Yes

No

Sometimes

17. How do students in your school react when unhappy with the administration?

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

18. How do you feel most of the time e.g. sad, happy, etc.?

.....

19. Have you engaged in premarital sex?

Yes

No

20. Have you engaged in abuse of drugs?

Yes

No

21. Have you engaged in bullying or other forms of harassment to other students?

Yes

No

22.If you answer to question 19, 20, 21, 12 Yes, for which of the following reasons did you engage in that behaviour?

Peer pressure

Boredom

Curiosity

Influence of the media

Other: please

state.....

23.Do you inform your teachers about other students' bad behaviour?

Yes

No

24.What do you think adolescents need most from the school?

.....
.....

25.What do you think adolescents need most from society?

.....

26.What is adolescence for you?

A time for growth

A period of uncertainty

Other: please

state.....

27. Where do you get help when faced with difficulties?

Parents

Teachers

Friends/Peers

Literature

Other: please

specify.....

28. Are friendships important to you?

Yes

No

29. How are you treated in your school?

As mature, responsible people

As immature, irresponsible people

30. Suggest ways in which your school management can handle students better

- a).....
- b).....
- c).....
- d).....
- e).....

East Maru North District Council

in assisting school managers in dealing with

you are therefore requested to complete the

as accurately as possible. Your response will be treated

with utmost confidence and your response will be co-

operated with the relevant departments.

The necessary

and finally, please

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

This is part of an educational study being carried out to establish the problems of adolescence and their implications for secondary school management in Tigania Division of Meru North District. It is hoped that its findings will go a long way in assisting school managers in dealing with adolescent students. You are therefore requested to complete the questionnaire as accurately as possible. The information will be treated with utmost confidentiality and will only be used for the study. Your co-operation and assistance will be highly appreciated.

INSTRUCTIONS

Please respond to all items by ticking (✓) in the boxes where necessary and briefly writing in the spaces provided appropriately.

SECTION I

1. Name of school.....
2. Sex: Male Female
3. Teaching experience:.....years
4. Professional qualifications:
Diploma/SI

B.ED

M.ED

Other please

specify.....

5. Years of experience as head
teacher.....

SECTION II

1. How you would describe students' behaviour in your school?

Good

Average

Bad

2. How would you describe students' academic performance in your school?

Good

Average

Bad

3. What are the five major complaints of your students?

a).....

b).....

c).....

d).....

e).....

4 .How do you react to these complaints?

.....
.....

5. Which are the five most important rules in your school?

a).....

b).....

c).....

d).....

e).....

6. Who makes school rules?

.....

7. Which rules are most commonly broken by students?

.....

8. What do you do when students break school rules?

a).....

b).....

c).....

9. What are the main punishments metted out to students in your school?

- a).....
- b).....
- c).....

10. How is the punishment decided?

.....

11. Who handles punishment?

- a).....
- b).....
- c).....

12. What is the general student reaction to punishment?

.....
.....

13. Do students reform after punishments?

- Yes
- No
- Sometimes

14. Are there cases of drug abuse in your school?

- Yes
- No

15. Are there cases of bullying in your school?

Yes

No

16. Do students report others' bad behaviour to you?

Yes

No

Sometimes

17. Do you have more discipline problems with students from problem homes and parents?

Yes

No

18. Do you consult students on matters relating to the schools?

Yes

No

Sometimes

19. If no, for what reason?

.....

.....

How can you help your students to be better people?

a).....

b).....

c).....

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