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**INDISCIPLINE IN JUNIOR SECONDARY SCHOOLS
AND INVOLVEMENTS OF TEACHERS AND
PARENTS: A CASE STUDY OF CEG1 LOKOSSA**

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DEDICATION

◆I dedicate this work to my dear and lovely parents, who sent me to school and enabled me to reach this level today. May GOD bless you.

ACKNOWLEDGEMENTS

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May God bless you.

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INTRODUCTION

INTRODUCTION

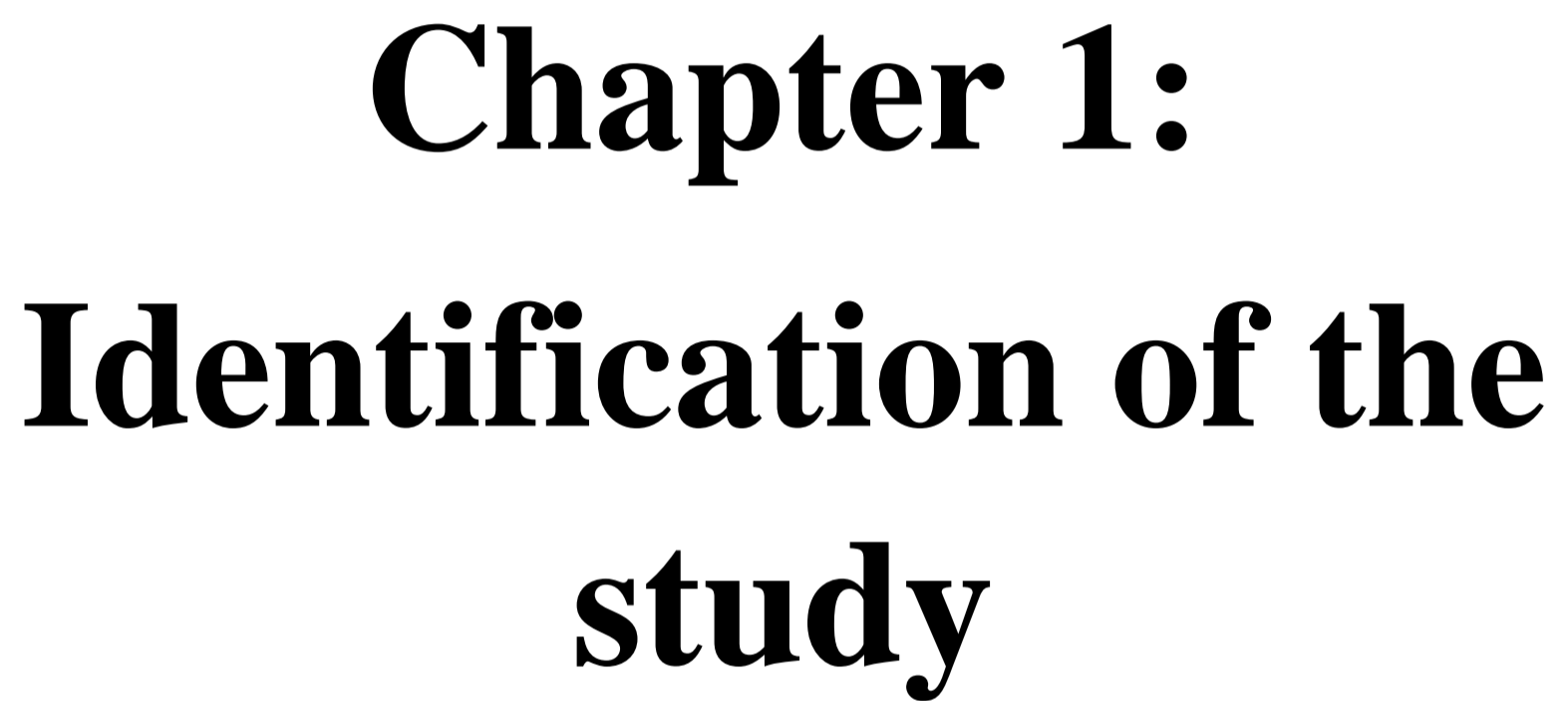
All the stakeholders of education, even parents, recognise today the permanent existence of indiscipline in our schools. Any teacher wants to have a well behaved class so that there will be a better teaching and a better learning. However, the question of how to create such a class seems to have a vague answer. Many teachers find the subject of discipline distasteful because most of the students are simply out of control.

In fact, in spite of the disciplinary sanctions, students do not respect regulations and school prescriptions. Another reality is the inappropriate conduct with the design of the uniform, and also with hairstyles: both girls and boys are concerned.

This study has been motivated by the complaints of some teachers about their students' behaviours, especially adolescent ones. These students often misbehave and it is understandable because they are teenagers and they often show opposition to everything, moreover when a teacher does not complain about a case of indiscipline, he might have been a victim of undisciplined students. Teachers live disgraceful situations in class and even out of the school where students do not hesitate to ambush them. Therefore, the problem of indiscipline in our schools today is not the affair of an individual. Everybody should be involved especially teachers and parents. The school where we train citizens of tomorrow should play an important role in the education of students.

We notice indiscipline in many secondary schools in different countries and contexts; however, this research work is only based on indiscipline cases confronted to teachers of CEG1 LOKOSSA. What could explain those disruptive behaviours of our students? We will examine the answer to this question at five levels, which constitute the chapters of this dissertation.

The first chapter is about the identification of the study; the second chapter gives a literature review of the important theories developed by different authors concerning discipline and the involvements of teachers and parents. The third chapter provides the methodological framework of my research work. In the fourth chapter, the results or the findings of the investigation are presented and finally, the last chapter deals with discussions and suggestions.



Chapter 1:
**Identification of the
study**

CHAPTER ONE: THE IDENTIFICATION OF THE STUDY

1.3. Statement of the problem

Nowadays, students do not realise the importance of discipline in the level of their performance in school, and that is noticeable through their attitudes towards teachers. And this is, most of the time, the main causes of indiscipline in our schools. More often, in our schools, teachers and administrators face a lot of difficulties in handling indiscipline. Our schools are no more able to ensure discipline. And the discipline measures, and expulsion sanctions taken by the prefect of discipline in schools do not have much effects on our students. The consequences of that indiscipline is their failure in class, as well as in exams, the dismissal of some students who sign away their future.

1.4. The purpose of the study.

The purpose of this study is to situate responsibilities at two levels regarding the problem of indiscipline in the selected secondary school: teachers and parents. To this end, my research work focuses on indiscipline as far as the involvements of the above mentioned actors are concerned. Three aspects of this issue have been covered by my investigation in the field:

- The most frequent indiscipline cases that occur in our secondary schools.
- The roles and responsibilities of teachers and school administrators in addressing the issues of indiscipline in our classes.
- The parents' points of view and attitudes towards such a situation that severely endangers their children' future.

1.6 Significance of the study.

The majority of people complain about our students' behaviours and wonder how the young generation can be able to face the future challenges with those unproductive habits. It could be admitted that some parents somehow make efforts to solve the problem, but in vain. My concern in undertaking this study is to bring certain perspectives that could contribute to setting measure for more disciplined environment in our secondary schools. Teachers and parents that sometimes find themselves in helpless situations concerning that matter could deal with those problems with more effective strategies. Teachers should also understand that their behaviour is the most important factor in class and thus, can have a major effect on discipline. In this context, my research questions are:

- What are the most frequent indiscipline that occur in our school?
- What are the reasons of those problems?
- What are the involvements of parents and the teachers?

1.4 Hypothesis

Probably, indiscipline may be caused by one of these three reasons or even all of them: it may be due to teachers' behaviours, students' themselves or parents attitudes towards children; parents may be encouraging it unconsciously. So teachers and parents have an important role to play as far as indiscipline in schools is concerned.

1.5 Clarification of the concepts

To understand indiscipline, first of all, we should know the real meaning of discipline.

-According to LONGMAN Dictionary of Contemporary English, the word discipline is defined as: « a way of training someone so that they have to control their behaviour and obey rules. It is also the ability to control your own behaviour so that you are expected to do or away of training your mind or learning to control your behaviour ».

Discipline- is the required action by a teacher toward a student (or group of students), after the student's behaviours disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society.

Also School discipline- is the system of rules, punishments and behavioural strategies, appropriate to the regulation of children and the maintenance of order in schools. From these definitions, we can notice that discipline is on both sides: the teachers and learners.

In this research work, therefore indiscipline refers to the lack of respect of the code of conduct which binds the teacher to a group of students together, so that learning can be more effective, and also the lack of control in the behavior of the two actors stated above: the teacher and the students.



Chapter 2:
Literature Review

CHAPTER TWO: LITERATURE REVIEW

This chapter includes the review of the literature related to: causes of indiscipline , and the report of the different readings.

2.1. Causes of indiscipline

Disappearance of the old method of disciplinary repression.

- Corporal punishments.

Robert Tauber (1998) stated that *“No classroom management techniques will be effective for long if discipline is absent”* (p.9). Therefore, discipline in our classroom is important.

Indeed, in the past, to keep discipline in schools in general and in class in particular, teachers used the corporal punishment to educate their learners. When punishment is permitted, learners are respectful, and there is no possibility to misbehave. They are obliged to work hard, since there is a stimulant, a stick for example. Joane A. (1989) mentioned that *“ Corporal punishment is the right form of discipline for the students”* (p.16); so according to her the disappearance of corporal punishment would be at the origin of the various disorders caused by our students even in their teachers’ presence. This shows us clearly that, that disappearance encourages indiscipline in our today’s classes and schools. According to Pamela Munn and Margaret Johnston(1992), *“Discipline will be improved if sanctions were tougher”*, means that we cannot have a quiet and learning environment without punishing rude students. As a conclusion, William Glaser (1990) thought that *“ It is difficult to stop punishing”* (p.337).

Contrary to those who support that corporal punishment is the only way by which we can educate and discipline learners, there are some authors who

did not agree on this practice. In this context, Sid Leonard (1987) stated that ‘Hitting children did not seem to improve their behaviour’ (p.10)

Sharing the same idea, US Advisory Board on Child’ Abuse and Neglect (1991); suggested that “...The use of corporal punishment in schools are intrinsically related to child maltreatment; it contributes to a climate of violence” (p.13). For them, corporal punishment is unsocial and should be banned. Besides, most of the parents do not tolerate any kind of punishment which may affect their children’s physical health, and according to Jeremy Harmer (1983); “Any punishment that hurts a student physically is probably dangerous and harmful” (p.215).

These different authors are radically against this form of disciplining students. And sharing the same idea Jeremy, stated that “A good school discipline is instilled through the mind not the behind” (p13). We, as teachers, should find out another way to correct our students, other strategies to discipline them instead of hitting them on the back.

So progressively, all these methods of disciplining students are being banned and indiscipline gains ground.

In African’s states, schools in general, and those in Benin in particular; classes are always full of learners because schools authorities do not generally have today, sufficient financial meanings from the government in order to create and build more classrooms than it needs. Preoccupied to find to every learner a place, schools authorities are obliged to park learners in classrooms by breaking the law of UNICEF which stipulates that: “one teacher must lead twenty-five (25) learners at utmost”.

According to Jerry Moore (2000), “When the classroom sizes grew up to twenty-seven (27), it is not educationally responsible” (p.13). For him, when

the overage number of the students is more than twenty-seven (27), we will not have a reasonable learning environment. Teaching in an over-crowded class is not easy because the more the students there are, the more difficult the task is. Teachers do not generally succeed in disciplining their students when they misbehave. Teachers with their two hours cannot at the same time think of the accomplishment of the year's class syllabus and correct their students' misbehaviours. Then, indiscipline occurs. In the same context, he stated that "Smaller classes have few discipline".

Over-crowded classes do not allow teachers to have a quiet learning environment and this encourages the bad behaviours shown by our today's learners. In the same idea, Pamela D.S (2006) stated that "Over-crowded class also disrupts normal operation procedure, encourages disorder and rowdy behaviours" (p.26). Therefore, Pamela Munn and Margaret Johnston (1992) conclude that "Discipline would improve if classes were smaller" (p.52).

- Teacher's behaviour in class

Cambridge International Dictionary of English defines discipline as "training which produces obedience or self-control, often in the form of rules and punishments if these are broken, or the obedience or self-control produced by this training" (p.390). If this definition is applied to the classroom environment then it is possible to say that discipline in the class is training students to bring about obedience or self-control in the form of rules and punishments set by the teacher or instructor. When do disobedience and rule breaking come about and disciplinary problems arise? According to the definition above the role of the teacher in the case of disobedience and rule breaking is to train or punish the students to produce or help the student produce self-control. In another word the role of the teacher during the lack of discipline is to manage the students and the class.

Duke (1989) says:

...what is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behaviour and clear behaviour expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision-making, school goals that recognize multiple forms of student achievement, and de-emphasis on homogeneous grouping. (p. 47)

So students should be clear of what is expected from them, they should be encouraged to form homogeneous groups and be evaluated as individuals. When students are involved in school or classroom decision making process they will feel that individuality.

According to Short (1988) Research on “*well-disciplined schools*” indicates that a student-centered environment incorporating teacher student problem’ solving activities, as well as activities to promote student self-esteem and belongingness is more effective in reducing behaviour problems than punishment. Teacher and student therefore, cooperate in any activity and a student-centered lesson will promote learning will make the student active and prevent disobedience.

A teacher-centered learning will make the teacher active and student passive all the time. In this case, students will be bored of doing nothing but listening to the teacher the whole hour which will take them off class. Therefore, students must be kept busy with activities and not left for any uncontrolled behaviour.

WaysonLasley (1984) pointed out that well-disciplined schools rather than rely on power and enforce punitive models of behaviour control, staff share decision making power widely and so maintain a school climate in which everyone wants to achieve self-discipline (p421).

What they say is that no power and enforcement is necessary to keep discipline. The most powerful power to keep a well-managed class is the “the decision-making” that will maintain and help everyone to get self-control.

2.2. Problems of adolescence seen as indiscipline

Adolescence is the period of life, between puberty and adult age. It is the period when adolescents show opposition to everything, everybody. At this stage, young people 12-13 old to 18-20 old, adopt some attitudes, disrespectful to their surroundings, teachers. They want to do everything at the same time and immediately. They are revolted and ready for all. Mignawande Hubert (2007) in his book *Précis de la Psychologie de l' Adolescent* (p62) stated that the framework of the family is questioned repeatedly; it must be rejected so that adolescents reach effective maturity... For him, it is normal for adolescents to go through that period for a good physiological, psychological and mental development of every human being. So teachers must treat cases of indiscipline from teenagers with a great deal of care and understanding. The teacher, in such a situation, should necessary know their psychoanalysis, the history of their lives if he / she were well-trained. The application of experimental psychology to education is then necessary to all teachers before starting and disciplining adolescents.

2.3. Disturbance of lessons.

Flying classes cause disorder and indiscipline in some schools. The succession of two different educational groups in the same class at consecutive

hours, creates trouble situations. Fifteen to ten minutes before the indicated time. This causes an atmosphere of indiscipline and when the teacher decides to discipline the learners, they react violently and are ready to face him/ her. Besides, another problem related to flying classes, is the classroom' cleanliness. The schedule of sweeping of classrooms set up by many pedagogical groups often becomes a subject of discussion. It is not strictly observed by any of them, and they keep on accusing one another. Indiscipline then takes places and it is generally difficult to some teachers to restore order.

2.4. Parents' role in children' education.

Cherry Hollis (1992) stated that "parents are responsible for monitoring the behaviour of their sons and daughters" (p23). According to him, discipline needs to start first at home and parents have the responsibility to instill into their children notions of moral and good citizenship before sending them to school. Nowadays, we notice that many of our learners come to school with no idea of what respect is. In this way, they need to have a basic education from their parents in order to behave well in the society.

Within the framework of this research work, I have found that a lot of researchers and scholars have dealt with discipline but did not insist on teachers and parents' responsibilities.

Many of them pointed out some modern methods in dealing with discipline. Here, I have found information from some articles: *keeping discipline in classroom*,

These are some declarations:

-Reality Therapy: involves teachers making clear connections between students' behaviour and consequences in order to facilitate students making positive choices.

-Discipline with dignity: supports the idea that good discipline starts by keeping student dignity intact by providing practical strategies for teachers to share responsibility for discipline with students themselves

-Positive Approach: is about teacher's respect for students; in order to develop and share clear rules, provide daily opportunities for success.

Teacher Effectiveness Training: which proposes strategies for dealing with teacher-owned and student-owned problems. Researchers (e.g. Emmer and Aussiker) find teachers like the program and that their behaviour is influenced by it, but effects on student behaviour are unclear.

There are some theses that have helped me.

These are:

“ La responsabilité de l'école béninoise envers l'éducation morale des élèves des collèges d'enseignement général. ”

Here, the authors, M NAROU N'GOBI cha-Toko and M SAKA Sira Mohamadou, regretting the absence of moral education in Benin educational system, suggest a program which takes into account the teaching of morals in our schools.

It must be totally agreed that the absence of moral education in Benin educational system is a big mistake. Their analysis must be taken into account in order to facilitate the teaching of morals in our schools, both primary and secondary as we can see some African English speaking countries like Ghana. Their dissertation enables me to find the main causes of our school moral corruption and indiscipline and to situate responsibilities and suggest solutions.

-Réhabiliter l'éducation morale : une exigence à l'école primaire.

That is Mr MEVO Timothée's topic whereby, he studies the problem of morals in a global view point but focused on primary teaching education.

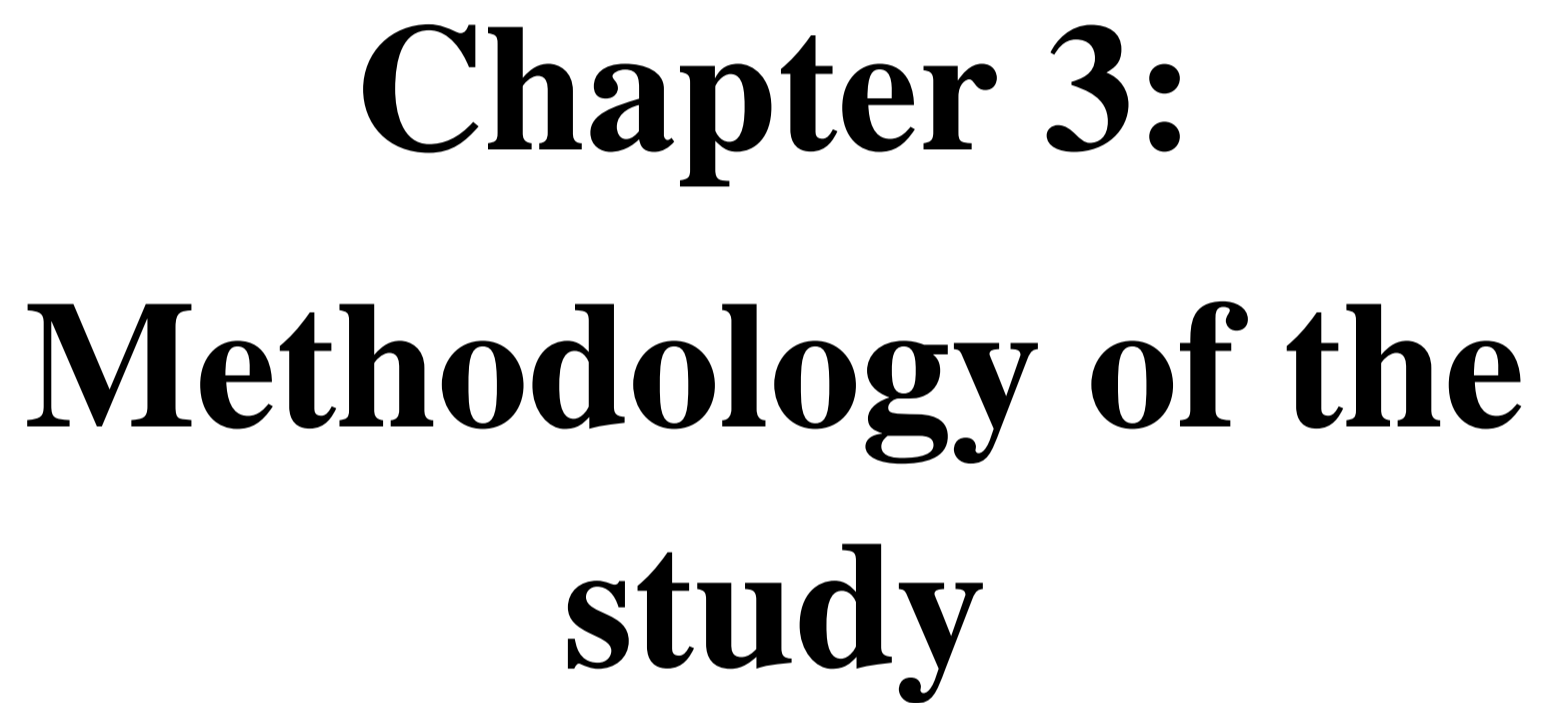
His report reminds me my seven years in a catholic school where ethics and moral teachings on the Ten Commandments were taught by the priests in order to save our young souls and protect us from the corruption of the wicked world. Another study is, "*Profil du professeur modèle pour un rayonnement harmonieux dans un collège.*"

In this research work, AVAHOUN Georges Gbessi and A.MADJIDI criticize and deplore the bad relation existing between students and their teachers before suggesting some solutions for a lasting peace in our schools places.

Through this research work, one can wonder if the students' indiscipline is not sometimes caused by some teachers who still maintain a secret relation with their students of opposite sex.

-Les problèmes de discipline dans les collèges d'enseignement général de l'Atlantique et du littoral : cas du CEG le Méridien.

Jonas Amonladé ATINDEHOU explains the various effects of indiscipline and the consequences of that phenomenon which are corruption of moral conducts, intellectual low level, and massive failure in examinations. In his analysis, he demonstrates that the psychological and physiological reasons are the main factors of indiscipline in our schools. So, what I understand is that adolescence is the main causes of indiscipline in our schools. He may be right if we make a good observation on what happened in our schools, especially at CEG1 Lokossa and who are really concerned; it is most of the time young adolescents.



Chapter 3:
Methodology of the
study

CHAPTER THREE: THE METHODOLOGY OF THE STUDY

This chapter is about the methodology I have used to collect data for my study. The instruments I have used in this work are questionnaire and interviews with some parents.

3.1 Design of the study.

In this research work, I have used a mixed method: the qualitative and quantitative research method. The qualitative method is used to work on teachers abilities to deal with indiscipline cases and the interview has been taken in order to investigate parents' opinions about indiscipline in our secondary school and somehow they contribute to it. The quantitative research method deals with statistics and numbers. In this research I' m exploring some indiscipline problems that occur in our secondary school and the involvements of we, teachers and parents. I have chosen CEG1 LOKOSSA as site of the research because of some complaints of teachers and parents about the disruptive behaviours we observe in that school. Maybe they do not receive good education at home, or teachers are unable to ensure discipline.

3.1.1. Research Setting

The study took place at CEG1 LOKOSSA, secondary school in Lokossa. From Tuesday, June 16th 2015 to July 14th 2015. It was created the 4th of April in 1964, and is one of the first public institutions of training in Lokossa.

3.1.2 Participants

Table1: Information on teachers of CEG1 Lokossa

| Numbers of teachers | teacher status | | Years of experience | | | Levels in charge | |
|---------------------|----------------|-----------|---------------------|-------|-------|------------------|----------------|
| | permanent | part-time | 1-10 | 10-20 | 20-30 | Beginners | Post-beginners |
| 24 | 06 | 17 | 15 | 07 | 02 | 08 | 16 |

The above table provides the information concerning the respondents' (the teachers) status, years of experience and grade levels in charge. As we can see, there are permanent and part-time teachers, as far as the years of experience is concerned, fifteen teachers are experienced from one to ten years. Seven stand between ten to twenty years and two between twenty and thirty. The grade levels taken in charge by the teachers are beginners and post beginners.

Table2: Information on parents' status.

| Number of interviewees | Civil servant | Businessmen and women | Housewives | Farmers |
|------------------------|---------------|-----------------------|------------|---------|
| 8 | 3 | 2 | 2 | 1 |

Eight (8) parents are chosen to take part in this interview. Among them are civil servants, businessmen, businesswomen, housewives and farmers.

3.3 Data collection instruments

3.2.1 Questionnaire

The questionnaire is a set of written questions that have been addressed to teachers Tuesday, June 16th, 2015. Before writing the questions, it is obvious to base them on the purpose of one's research. There are different forms of questions: closed and opened questions. A closed question is a question for which the researcher provides a suitable list of responses. This produces mainly quantitative data. As far as opened question is concerned, it is a question where the researcher does not provide any suitable answer. The respondents are asked to answer in their own words. This produces mainly qualitative data. In this research work both closed and opened questions are used.

3.4.2 Interview

My interview with eight parents of different status in Lokossa, enables me to gather information on their actual attitudes to their children disruptive behaviours. The interview took me two weeks, and was made of seven questions to which parents should give answers.

3.5 Data collection procedure.

The two techniques used to collect data are the questionnaire and interviews. As far as the questionnaire is concerned, it was given to teachers only. Thirty 30 copies of the questionnaire was distributed: fifteen (15) are in English and only addressed to teachers of English; and the fifteen (15) others in French for those who do not teach English. At the beginning the questionnaire appeared as a trap

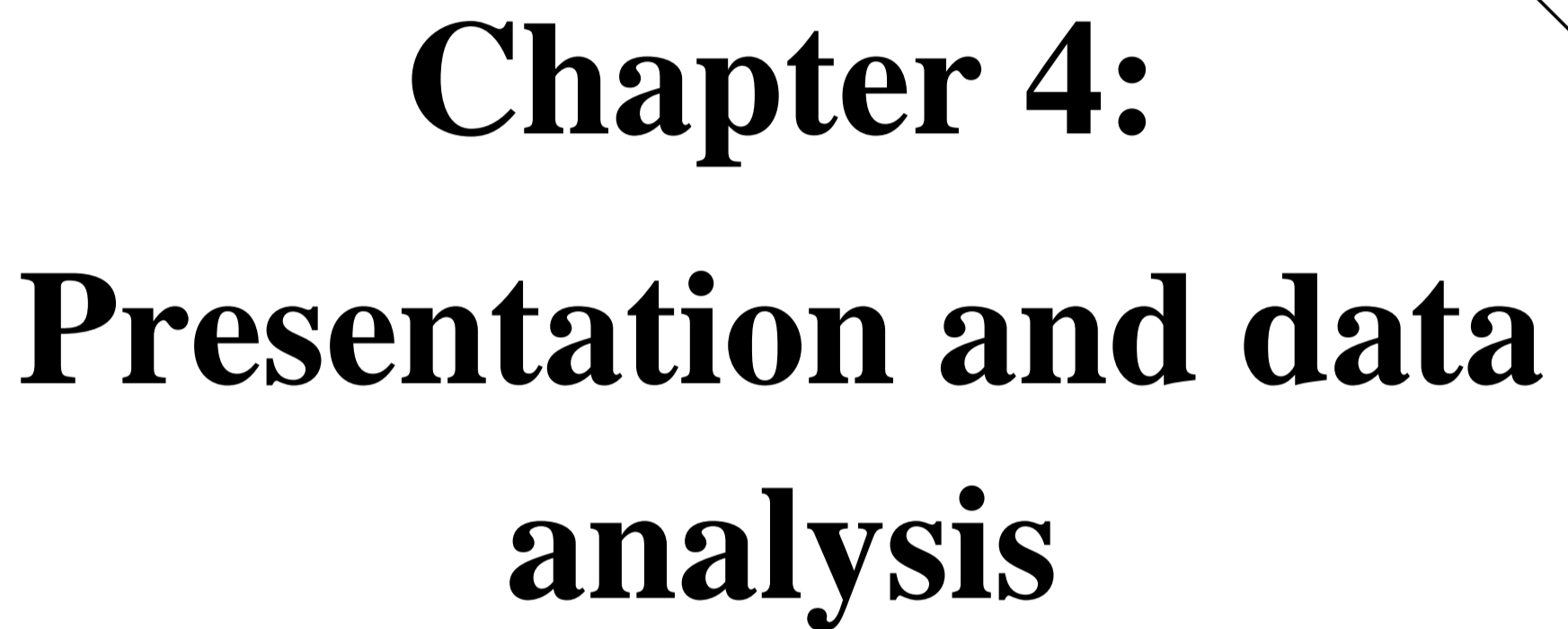
or a test according to some teachers. So, it was so difficult for me to convince them to complete the questionnaire. But after many explanations I succeed in having the confidence of only five 5. It was my secondary English teacher who help me to distribute the remains to his colleagues. The school discipline prefect also helped me to distribute those questionnaire in French to teachers after explaining to him the purpose and the importance of the study. As result the explanations generated good atmosphere between us. The questions I addressed to them are seven. Unfortunately, I did not succeed in collecting back all the questionnaire I have distributed and were given back to me three weeks after. Six questionnaires are remained. The returning percentage is (80%).

Regarding the interview, most of the parents I approached were interested to my study. Contrary to teachers, parents were more motivated. Those who showed a lack of interest are most of the time busy and were not many. I really enjoyed sharing that moment with them. The result I get from the questionnaire and the interview with some parents will be shown in the chapter four of this work.

3.6 Data analysis procedure

As stated above, questionnaire and interview were the two instruments I use in this research work. The data will be presented and analysed as follow:

- The interview with parents data obtained were summarized and presented.
- The responses from the questionnaire were exposed and frequencies were converted to percentage. The closed questions were sorted out and summarized.
- The data obtained through the two instruments are presented and interpreted.



Chapter 4:
**Presentation and data
analysis**

CHAPTER 4: PRESENTATION AND DATA ANALYSIS

This chapter presents data collected through the questionnaire and interviews and their different analysis.

4.1 Presentation and analysis of teachers' responses to the questionnaire.

Table3: The rate of discipline in classes.

| Question | Rate of discipline | respondents | Percentage |
|----------|--------------------|-------------|------------|
| 1 | 25% | 4 | 16.67% |
| | 50% | 18 | 75% |
| | 75% | 2 | 8.33% |
| | 100% | 0 | 0% |
| Total | | 24 | 100% |

As we can see from table1, 75% and 16.67% teachers admitted that their classes are undisciplined. However, 8.32%, only two teachers appear to favor it rare use. Nevertheless, it is logical to conclude that even teachers recognize simply that their classes are undisciplined.

| | Frequency of talking | Respondents | Percentage |
|-------|----------------------|-------------|------------|
| A | Yes | 24 | 100% |
| | No | 0 | 0% |
| B | If yes; | | |
| | -Sometimes | 6 | 25% |
| | -Often | 17 | 70.82% |
| | -Very often | 1 | 4.16% |
| | -Always | 0 | 0% |
| Total | | 24 | 100% |

Table 4: The students' frequency of talking during classes.

The totality of teachers agreed on the frequency students' talk during classes, when they are explaining. Regarding question 2-b of the same table, a large number 70.81% of teachers indicated that students often talk during classes and others 25% admitted that sometimes they did. So it is clear that the majority of teachers complain that kind of indiscipline in their classes.

Table 5: The frequency at which teachers ask students to keep quite.

| Question N ^o | Question's content | Respondents | Percentage |
|-------------------------|--------------------|-------------|------------|
| 3 | -Never | 0 | 0% |
| | -Sometimes | 16 | 66.66% |
| | -Very often | 6 | 25% |
| | -Usually | 2 | 8.38% |
| Total | | 24 | 100% |

The table3 reveals the data obtained in response to question3. The question was designed to see the frequency at which teachers ask students to keep quite. 25% said that they ask them very often and (66.66%) ask them sometimes and only (3.33%) ask them usually to keep quite.

Table6: Teachers opinions about undisciplined students' punishment.

| Question N | Answers | Respondents | Percentage |
|------------|---------|-------------|------------|
| 4-a | Yes | 0 | 0% |
| | No | 24 | 100% |
| Total | | 24 | 100% |

b- Justify your answer.

This table above, shows that we must not always punish undisciplined students. And as justification, most of teachers think that being undisciplined can derive from students will, to understand or language problems. Some think that the best way to discipline students is to conscientise them;for others, it is better to call the student, try to understand his problem, to know why he behaved like that and more than that, when a student very often disturbs you, it is possible that he has something to express and you, as teacher must be careful to restore order.

Question5: The frequent discipline problems confronted to teachers.

-After reading the different answers I get from the questionnaire, 19 teachers (79.17%) are confronted to these disciplined problems:

-Students talk to each other as soon as I turn my back.

-Students talk without asking for permission.

-Students do not listen to the teacher towards the end of the lesson.

-Students want to leave early.

-Students do not answer the question when asked.

Students do not do their homework regularly.

There are students who argue with both the teacher and the students all the time.

-There are students who daydream during classes.

-There are students who disrupt the flow of the lesson.

-There are students who complain that they understand nothing.

-There are students who just chat in the pair or group work.

-There are students who reject talking.

Besides, in school yard, there are also others cases of indiscipline such as:

-No respect among students,

-No respect toward school authorities,

-Male students dressed in puffed shorts over passing the knees, etc....

In those cases, the discipline prefect is the most concerned, and unfortunately students are even ready to aggress their school prefect!

Table7: Teachers capacity in terms of disciplining their classes.

| Question | Question's content | Respondents | Percentage |
|----------|--------------------|-------------|------------|
| 6) a | Yes | 24 | 100% |
| | No. | 0 | 0% |
| Total | | 24 | 100% |

As is evident from this table, (100%) of teachers succeed in disciplining their classes.

b-) If yes, how do you proceed?

-By giving or getting just at the beginning of the year a code of conduct that everybody should respect.

What surprised me here is that all of teachers often succeed in disciplining their classes, and however they still confronted to indiscipline. It is clear that even if the teacher does everything to avoid indiscipline, he can still be confronted to those problems.

4.2 Presentation and analysis of the interview data.

◆ The transcripts of the interview.

1) If you have to rate our schools nowadays in term of discipline, how would you consider them?

- Students become more and more undisciplined
- Teachers said that students are undisciplined
- Everybody complain that students are out of control

1) Are you often in contact with your children' teachers?

-Yes

-No

3) If yes, do they complain about their behaviours?

- Of course they always complain abouttheir behaviours

-No, there is no contact between us and teachers because we do not have enough time.

4) Do you think you really succeed in assuring discipline at home?

-Yes

-No answer

5) How do you proceed?

- Most of the time we do not hesitate to beat them.

- We rarely face disruptive behaviours at home as we do not stay at home all the time and it's often the housewife who is most of the time in contact with them.

6) Do you think that teachers must always punish undisciplined students?

- Yes, because it is the only way by which teachers can discipline students.
- No, sometimes it is better to call them and advise them about the consequences of these behaviours on their performance at school also on their personality.

7) What kind of punishment?

- Any kind of punishment, provide that they obey.
- Any kind of punishment except the corporal punishment.

Apart from the questionnaire, interview of eight families has been taken, which helped me to understand somehow they contribute to discipline their children, who are our students. I noticed that the conception of indiscipline in our schools in parents' side depends the most on their social status as we can see in table 2, eight families were interviewed .Their answers' were grouped in the chart below.

Table8: The interviewees' responses

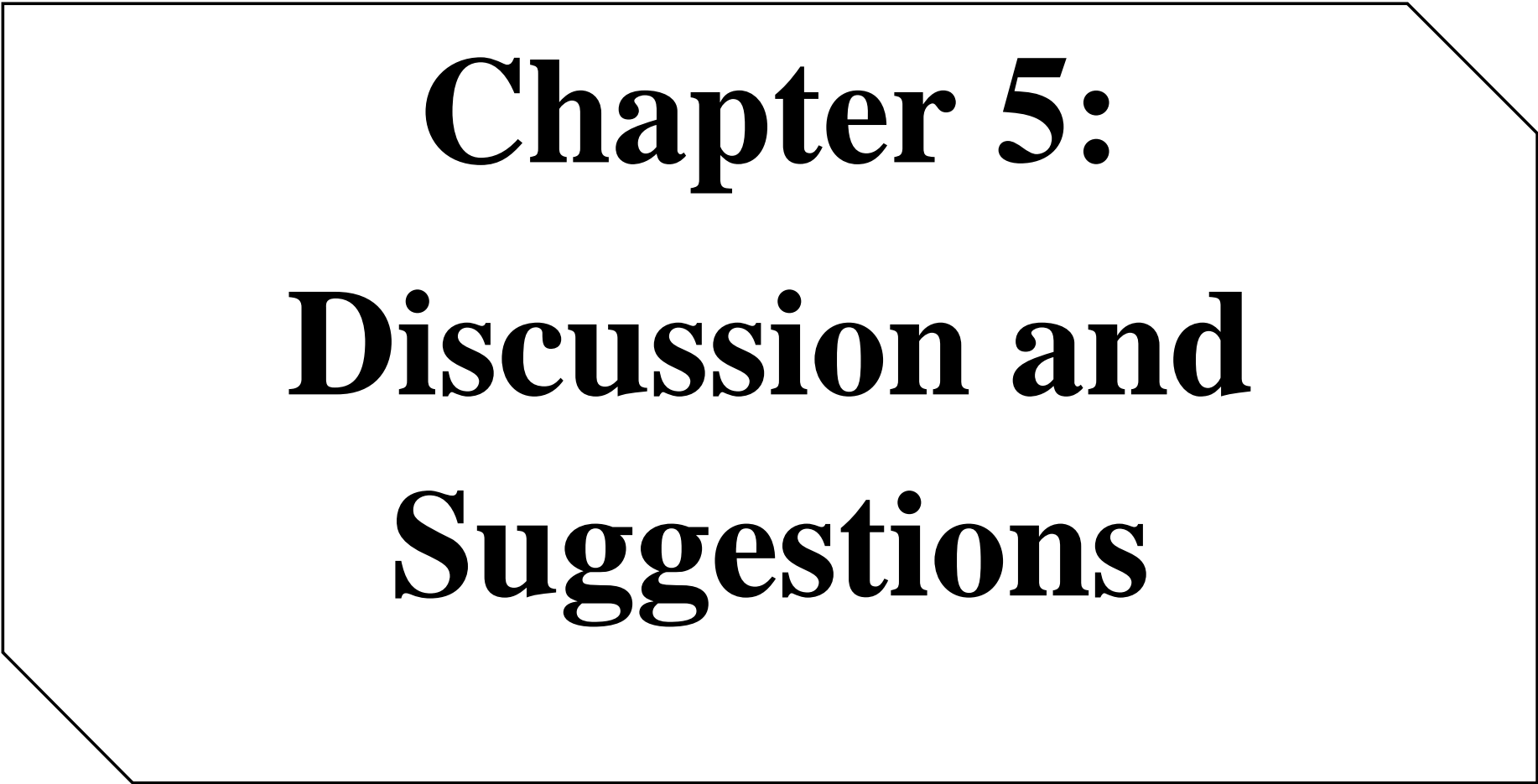
| | | |
|--|---|--|
| <p>Civil servants, businessmen and women,housewives, farmers</p> | <p>1) How do you consider discipline in our school nowadays? 0%-25%-50%-75%-100%.</p> | <p>Among the respondents, five (5) answer that our schools are so undisciplined nowadays. They rate it between 20 to 25%. The other three (housewife-farmer) consider that school authorities try to handle somehow such issue and place the level of discipline relatively at 50%.</p> |
| | <p>2-a) Are you often in contact with your children' teachers? If yes? Do they complain about their behaviours?</p> | <p>Most of the parents (6 among them) fully agree that they have no contact with their children' teachers. Whereas, the rest (housewife and farmer) affirm that they try to create such link between the teachers and themselves. Concerning the possible complaint about the children' misbehaviours, the rest two say that this sometimes happens.</p> |
| | <p>3. Do you think you really succeed in assuring discipline at home? If, yes How do you proceed?</p> | <p>Generally, all the respondents conclude the discipline is not that bad at home. They assure that discipline is a very important aspect in children' life for them to become responsible and successful. So any responsible parent must never neglect it in their family.</p> |
| | <p>b) if no, Why?</p> | <p>We rarely face these case at home, most of the time they are sleeping before we come back home. And in the morning everyone is busy getting ready to go own way (school, business...)they spend much time with housewife.</p> |
| | <p>4-a) Do you think teachers must always punish undisciplined students? If yes, what kind of punishment?</p> | <p>All the parents answer yes. However, taking into account the kind of punishment, they have different views. Some go so far as to admit responsible corporal punishment but others say that teachers must first focus on conscientising children since most not do realise the gravity of their misbehaviours though punishment is necessary in some cases .</p> |

Through the above-mentioned answers, it presumable that, because of their jobs, most of parents do not have enough time to focus on their children discipline at home as well as schools. In fact, concerning discipline at school,

almost the majority of them think it's only the job of teachers and school authorities.

As clearly depicted in this section, school authorities, teachers are confronted to many and different cases of indiscipline. Teachers and parents have their role to play in order to limit those problems. Some teachers arrived to do it, but very few; and parents also in their home must try to well educate their children to facilitate the task for teachers. It relies on them, because it appears in the result that most of parents do not have time for their children; they are busy the whole day and then are unable to observe and discipline their children, whereas before being disciplined student, you had to be well educated child.

The section related to suggestions in the next chapter shows that teachers' and parents' attitudes are not always congruent with what should be done and states what can be their involvements in terms of discipline in our schools.



Chapter 5:
Discussion and
Suggestions

CHAPTER 5: DISCUSSION AND SUGGESTIONS.

5.1. Discussion

The current study was conducted with the central aim of examining indiscipline in our secondary schools: involvements of teachers and parents. It attempted to answer the following leading questions:

- What are the most frequent indiscipline cases that occur in our secondary schools?
- What are the reasons of those problems?
- What are the involvements of teachers and parents?

To this end, two research tools were used. These are questionnaire and interviews. Based on the data obtained, through these two instruments the following major discussions could be drawn:

First, it is essential to understand that indiscipline may come from students, teachers and parents. We will examine each of these in turn.

A teacher who does everything to avoid trouble may still have indiscipline cases, because of students. There are, of course, many reasons why students behave badly and we can mention a few of these:

Time of day: If the students are all tired after a long day of study, they may find classes too challenging. If the class takes place just after lunch students may tend not to pay attention as the lunch hour approaches. Early morning classes may cause students to be sleepy. Classes after lunch are often full of drowsy students. The teacher must take these factors into account when planning the class.

-A desire to be noticed: It is generally accepted that adolescence is a difficult time and that young adolescents often need to be noticed or have a

desire to be recognized in some way. This is not just special to adolescents; however most teachers are familiar with students who demand attention.

Another reason of indiscipline is the institution. A lot depends on the attitude of the institution to discipline students' behaviour. Ideally, there will be a recognized system for dealing with problem classes and students. It is to be hoped that the teacher consult the schools administrators when in trouble, and that cases of extremely bad behaviour can be acted upon by such people. If the institution does not have a recognised policy for dealing with indiscipline, then it is up to teachers to press for such a system.

Besides, the attitude of the teacher can have a major effect on discipline. When for example the teacher goes to class unprepared, students automatically identify teachers who are not sure what to do in the classroom. If s/he is not consistent, in other words, about what the code of conduct is, students will lose respect for it. A teacher who allows students to come to class late without taking any action one week, he cannot then chastise them for doing the same thing again the week after.

Taking into account the involvements of parents, being kept at distance and often unconcerned by what is going on with their children at school, parents are nowadays considered as fully indispensable for their children's attitudes and performance at school. For children to become really successful throughout their education, there is a need for the two main actors that are parents and educators to initiate and develop fruitful dialogue concerning their mission. Unfortunately, what is often noticed is that parents do not have enough time for their children's education. They are most of the time busy trying to provide for the family's need. However, it is highly important that they realise the necessity of their presence in the house to assure the good evolution of many aspects of their children personality among which discipline. Only through the fulfillment of this duty, they would help the beloved children become the adults they want of them. As many would agree, it is just sufficient as parent to provide children with the material and financial support they are entitled to. More essentially they are in need of the moral and spiritual background that allows the growth of

any valued and fulfilled adult and citizen. Whenever there is such a vacuum in children's life, it generates consequences as bad conduct at school or in the street.

On the other hand, some parents really strive to provide their children with what they need to be at ease but the latter sometimes act badly; showing a kind of ungratefulness. They are likely to prefer going with some bad companies, most of the time at school. Evidently, this stands as ignorance from the children's part and the parents could become regularly so surprised and irritated by their attitudes. Much often, they do not have the sense to go to school and create certain relationship with the school authorities and teachers. It can be so effective that such a collaboration between home and school yield to joint force that could bring the children on the path, in so far that they would not realise any longer profit from such a loophole that is the great gap between school and parents' relationship. They would know that whatever they do at school can be known and has consequences at home and whatever they do at home could badly influence their results at school and can be discussed by both their parents and teachers. There would no more be such a room for lies and mischief.

5.2. Suggestions

In this research work, many problems to which it is urgent to find solutions were raised. These are some suggestions mainly addressed to teachers and parents.

5.2.1. Suggestions to teachers.

A common saying is that "There are no bad students but there only bad teachers. Teachers have an important role to play in the discipline process in schools in order to deserve their title as educators

This part is divided into two sections:

Suggestions about discipline problems stated above in question 5 of chapter four:

* Students talk to each other as soon as I turn my back.

Students are bored of listening to the teacher all the time and they want to talk to each other. To avoid that, when the teacher sees that students are not concentrating on the subject he/ she can organize group work or communicative activities in which students will work together and stay away from the teacher and do something for themselves.

- Students talk without asking for permission.

The teacher should set clear rules at the beginning of the year and explain all the rules to the students clearly. When the rules are broken the teacher can remind or punish the students so that they will not do it again.

- Students do not listen to the teacher towards the end of the lesson.

Students generally do not listen to the lessons towards the end if they are too bored. So to the end of the lesson the teacher can play games so that they will be all engaged and do something together. They will not understand how quickly the lesson hour came to an end.

- Students want to leave early.

Towards the end of the lesson, the teacher can do some activities in which all the students will be involved and occupied. He can initiate communicative activities in the last ten minutes of the class. Sometimes it is good to summarise things done towards the end of the lesson, or totally pass to another activity, like asking and answering questions.

- Students do not answer the question when asked. There may be many reasons for that:

1-Students may not know the answer, so you may repeat what you have told.

2-They may not understand what is asked. So ask the question in another way.

3-Students may be lazy one and did not listen to the lesson. Talk to him privately and ask them to pay attention to the lesson.

4-Students may be excited when you ask the questions. Repeat the question and help them in their answers.

5-If you see that many students do not answer your questions then you may clarify what you have told and do repetition of your lesson.

- Students do not do their homework regularly.

You should check students' homework regularly. Then the student will be more careful and do it regularly. There may be students who are homework haters.

You should mention the importance of the homework at the beginning of the year when you tell them your class-rules. Some students may give excuses for why they did not do. You forgive them only on very rare occasions but not forgetting to ask them not to do it anymore. Otherwise they will repeat their excuses.

- There are students who argue with both the teacher and the students all the time.

Look for the reasons behind this. The teacher may be ignores them and they want to attract attention that way. The teacher should include all the students in class activities. If they still do that, the teacher can punish them. If even this does not work, and they keep disturbing the class and friends, then the teacher should send them to the principal.

- There are students who daydream during the class.

When students are bored of the lesson they daydream. They just look out of the window or look at the teacher as if he/she is listening. What is best is that the teacher should keep students busy doing something, so there will be no time for daydreaming.

- There are students who disrupt the flow of the lesson.

Clarify your rules and school rules and punish if you feel necessary.

- There are students who complain that they understand nothing

Some of them think that they have to understand everything in the class.

However this is not the case all the time. They may not prepare anything like homework or may not like homework or may not do any research to get a good understanding of the subject. Of course the teacher has to do her/hers best to teach and clarify things for students but sometimes he has to leave time for them to take part in his teaching. That is why if students complain that they did not understand anything, the teacher can give the subject to them to do some research on it. This will give the responsibility of learning to the students.

- There are students who just chat in the pair or group work.

In group work, students may chat or leave the job and do nothing. To avoid that, teacher should give a card to each student telling what to do. When each student has something to do, every one of them will be occupied. If it is a pair work, the teacher can tell each one of the students what to do.

- There are students who reject talking.

In each class, there may be students who reject talking. There are many reasons for that: they may be shy, they may not know the subject, they may not want to

talk just that day, and they may be tired... The teacher should try to understand the reason why they behave like that and take all these into account.

To summarise, we can group the problems as:

- Problems occurring from not clear understanding of rules and regulations of school.
- Problems about students themselves such as: daydreaming, chatting, not wanting to do anything...
- Problems about the teacher: he has to know his class very well, to know their level, more their interests...

-Suggestions to teachers to prevent undisciplined classes.

These are some advices to avoid undisciplined classes:

- Establish a code of conduct, and explain this clearly to students;
- Always be fair and consistent about what the code of conduct is;
- Be well-prepared before going to the class;
- Be adaptable and interesting;
- Always get the attention of the class before starting your lesson;
- While students are working, walk around them to check what they are doing;
- Set a good model for your students;
- Make the classroom a warm and lively environment;
- Check students' homework regularly and reward those who do their homework well.

So, indiscipline exists in each class and disturbs the flow of the lesson. Those are just few remedies to apply in class but not the only remedies to apply in class. Every teacher has his/her own way of dealing with problems.

5.2.2. Suggestions to parents.

Parents have the responsibility to assure their children' education.

They should:

- Love their children;
- Follow up their children from the house to school;
- Watch over their friends, companions, clothing, copy-books, movements, time-table at school;
- Provide for their children' needs(food, clothing, health care and good education).

As mentioned byKaren Stephens in her article “Parenting Exchange” ,
“Parents are powerful role models for their children.”

This certainly infers that parents are to blame for how kids turn out — for better or worse.

In the same article, through scientific research, it has been showed that children, in general, do tend to grow up to be a lot like their parents. Social scientists and genetic researchers have identified many cycles that loop from one generation to the next. Children who live in homes where parents smoke are more likely to become smokers. Parents who abuse drugs or alcohol are more likely to find their children someday do the same. Adults who were abused as children may indeed hurt their own children. And that's not all. Parents with a low self-esteem raise children with the same affliction. There are cycles to teenage pregnancy, domestic violence, and under-education.

Awareness of cycles is good. But many of us only dwell on the negative implications. Yes, kids are very likely to mimic our self-destructive behaviours. But, if we do a good job of parenting, it means children also get a lot of good things from us! We know parents with good self-esteem tend to raise children with more secure self-esteem. Parents who succeed in education tend to have

children who meet and even surpass their parents' accomplishments. And while it is true that children of divorced families are more likely to divorce, it is also true that children of happily married parents tend to find the same happiness in adult relationships. The most important lesson that this teaches us is that role modelling can be an extremely effective parenting tool. It is powerful that we should use it to our advantage! Being a positive role model requires forethought and self-control. Today we talk a lot about disciplining our children. We parents need to put an equal emphasis on disciplining ourselves.

Parents play a major role in how our children turn out. If parents really want their children to be good students and work hard at school, they should be the model themselves.

As it is stated in the above mentioned article:

“Children are sensitive and astute with an uncanny ability to distinguish between adults who only talk a good game and those who play the game by the rules they preach. Credible adults inspire kids' confidence and admiration. Hypocrisy disillusion children and sends them looking for others to follow.” Exchange parenting (p.2)

So dear parents, it is a great responsibility for you to help teachers in their job in term of disciplining students starting from their own home.

CONCLUSION

CONCLUSION

In any human organization, there are sets of rules and norms which must be followed by every member of the society. The respect of these social norms is the basis of order, harmony, peace and evolution of the human kind. Following these norms is nothing but observing discipline; when there is an opposite behaviour we, then witness the phenomenon of indiscipline. Indiscipline cases have existed and are still present in every society.

This research work is essentially focused on indiscipline problems in our secondary schools and the involvements of teachers and parents. We have discussed the difficult problem of indiscipline in CEG1 Lokossa, and said that it involves a code of conduct designed so that learning can be efficient and effective. We have shown some reasons for indiscipline and then tried to suggest a number of ways to make sure that indiscipline problems never arise. We have also suggested some actions that can be taken when things get out of control. We have reported the responsibilities of the school administrators in particular teachers, and parents. These two categories of people behaviours have serious effects on discipline, on school and then on the society. So it is up to parents to well bring up their children at home.

Thus to halt the phenomenon we think it is good to resort to the same three major actors (students, teachers, and parents). We should indeed discourage this kind of students with the help of parents to reset our educational system which will produce good citizens for the harmony, peace and development of our societies and our nation through our discussion and suggestion. We think this is possible; that is our contribution for the good of our nation.

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APPENDICES

A. Teachers' questionnaires

Dear teachers, the aim of this study is to examine some indiscipline problems that occur in your secondary schools, and also to investigate your abilities to solve those problems. I will be grateful if you answer the questions below since your answer will help for illustrations in this research work.

1-How can you grade your class in term of discipline?

0% 25% 50% 75% 100%.

2-a Do your students talk during classes (when you are explaining)?

Yes

No

b-If yes,

Sometimes Often Very often Always

3-How often do you ask them to keep quite?

Never Sometimes Very often Usually

4-a Do you think that you must always punish undisciplined students?

Yes

No

b-Justify your answer.

.....
.....

5-What are the indiscipline problems you are confronted to in your school?
Name them.

6-a Do you often succeed in disciplining your classes?

Yes

No

b- If yes, how do you proceed?

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

c-If no, why?

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

Thanks very much for your cooperation and availability.

-Questionnaire aux enseignants

Chers enseignants, le but de cette étude est d'identifier quelques problèmes d'indiscipline de vos classes en vue d'apprécier vos réactions face à ces problèmes. Je vous en serai très reconnaissante si vous répondez aux questions suivantes, en ce sens que, vos réponses me seront d'une grande aide pour illustrer mon travail.

1-Comment jugez-vous votre classe en matière de discipline ?

10% 25% 50% 75% 100%.

2-a Vos apprenants bavardent-ils pendant vos explications ?

Oui Non

b-Si oui,

Parfois Souvent Très souvent Toujours

3-Combien de fois réclamez-vous le silence lorsqu'ils bavardent ?

Jamais Souvent Très souvent Toujours

4-a Pensez-vous qu'il faut toujours punir les élèves indisciplinés ?

Oui Non

b-Justifier votre choix.

.....
.....

5- Quels sont les cas d'indiscipline que vous gérez souvent ?

.....
.....

6-a Parvenez-vous souvent à faire régner la discipline dans vos classes ?

Oui

Non

b-Si oui,

Comment procédez-vous ?

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

c-Si non, pourquoi?

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

Merci pour votre disponibilité.

B .Interview questions

1. If you have to rate our school nowadays in term of discipline, how would you consider them?
2. Are you often in contact with your children' teachers?
3. If yes, do they complain about their behaviours?
4. Do you think you really succeed in assuring discipline at home?
5. How do you proceed?
6. Do you think teachers must always punish undisciplined students?
7. What kind of punishment?

Thanks you for your availability.