“An investigation into ways of minimizing deviant behaviour among Form Two (2) pupils doing History at Tsakare Secondary School, Mt Darwin.”

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(B1438305)

A dissertation submitted in partial fulfillment of the requirements for the Post Graduate Diploma in Education (PGDE).

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The undersigned certify that they have read and recommend to the Bindura University of Science Education the acceptance of a dissertation entitled; “An investigation into ways of minimizing deviant behaviour among Form Two (2) pupils doing History at Tsakare Secondary School, Mt Darwin” submitted by Daka Sharon Noreen in partial fulfillment of the requirements for the Post Graduate Diploma in Education (PGDE).

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DEDICATION

I dedicate this piece of work to my husband, mother and son for their love, immense moral and financial support they gave me. I also dedicate this research to my sisters and relatives. May the Almighty God continue to take care of you and your days be abundantly blessed to see your dreams come true.
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ABSTRACT

The study was to find ways which can be used to minimize deviance in schools. This study was conducted during the period stretching from January to June 2015. The researcher noted that most of the pupils with deviance have been ignored and their academic destinies are prophesised as failures. Therefore, the researcher wanted to deduce ways of mitigating deviance so as to help those pupils. The researcher used a sample of 12 pupils and 8 subject teachers at Tsakare Secondary School. The researcher collected data by administering questionnaires to both the pupils and the teachers. A table and pie chart were used to represent data, and also valid analysis was made. Possible suggestions and recommendations were also made.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Form</td>
<td>i</td>
</tr>
<tr>
<td>Approval Form</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of tables</td>
<td>viii</td>
</tr>
<tr>
<td>Lists of figures</td>
<td>ix</td>
</tr>
<tr>
<td>Lists of Appendices</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER 1: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background to the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Aim of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.3.1 Objectives of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Significance of the study</td>
<td>3</td>
</tr>
<tr>
<td>1.6 Limitations</td>
<td>3</td>
</tr>
<tr>
<td>1.7 Delimitations</td>
<td>3</td>
</tr>
<tr>
<td>1.8 Definition of key terms</td>
<td>3</td>
</tr>
<tr>
<td>1.9 Summary</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER 2: LITERATURE REVIEW</td>
<td>5</td>
</tr>
<tr>
<td>2.0 Introduction</td>
<td>5</td>
</tr>
<tr>
<td>2.1 Strategies that help to reduce deviant behaviour among secondary/high school pupils</td>
<td>5</td>
</tr>
<tr>
<td>2.2 Summary of Literature</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER 3: RESEARCH METHODOLOGY</td>
<td>10</td>
</tr>
<tr>
<td>3.0 Introduction</td>
<td>10</td>
</tr>
<tr>
<td>3.1 Research design</td>
<td>10</td>
</tr>
</tbody>
</table>
LISTS OF TABLES

Table 1 .........................................................................................................................................................................................15
LISTS OF FIGURES

Figure 1 ..................................................................................................................................................... 18
LISTS OF APPENDICES

APPENDIX A  Pupil Questionnaire ................................................................. 27
APPENDIX B: Teacher Questionnaire ............................................................ 28
CHAPTER 1: INTRODUCTION

1.0 Introduction

The study intended to investigate the ways that can be used to reduce deviance among form 2 pupils doing history at Tsakare secondary school. In this chapter, focus is on the background of the study, statement of the problem, aim of the study, purposes of study, research questions, assumptions, significance of the study, limitations and delimitations, research methodology which encompasses research paradigm, research design, definition of terms and the summary.

1.1 Background to the study

In most schools deviance has taken its toll, it is on the rise. It has become a cause of concern not only for the Zimbabwe’s Ministry of Primary and Secondary Education but for regional and international countries’ education ministries as well. Tsakare Secondary School has also some pupils with deviant behaviour. Most researches points out that deviant behaviour shapes out at either Form one or form two levels. This is when the behavioural change trend came to be noticed. As a school, Tsakare Secondary School is not sparred from pupils absconding lessons, truancy, noise making, wrong dress code and mingling

School heads and teachers who are in direct contact with pupils have different approaches when dealing with deviance of pupils and these costs them a great deal of time. Some use different methods of dealing with deviance as some may isolate them or ignore them.
As it stands there is no through investigation on appropriate ways of reducing deviance among pupils. At Tsakare Secondary School pupils who have deviant behaviour have been known for failing dismally though some teachers have an outcry that the majority has potential to do better. Several meetings were held with disciplinary committee on how the school staff can reduce deviance among pupils and this resulted in loss of teaching–learning time. Disturbance of lessons by many forms of deviance such as stealing, fighting, bullying and cheating were rampant and collectively resulted to a considerable loss of teaching–learning time.

Hence, it is according to this background that the researcher sought to seek the most suitable ways of reducing deviant behaviour particularly in history subject.

1.2 Statement of the problem

At Tsakare Secondary School there is an increase in pupils with deviant behaviour. Those pupils are often sidelined, labelled or isolated by peers and teachers, with some ending up dropping some subjects or dropping school completely. This creates a problem as those dropouts end up being involved in crime and prostitution in the area.

1.3 Aim of the study

The aim of this research was to investigate suitable ways that can be used to minimise deviance among secondary / high school pupils.

1.3.1 Objectives of the study

i. To suggest ways that can be done to reduce deviance in pupils.

ii. To recommend the most effective way of reducing deviant behaviour in schools.
1.4 Research questions

i. How can deviance be reduced among pupils?

ii. Which one is the most effective way of reducing deviant behaviour in school?

1.5 Significance of the study

The study will help the researcher to bring down the gap between theoretical knowledge acquired during the study at college and real practical problems experienced in schools. The study will also help during the researcher to better understand ways of minimising deviance. To other researchers and the school authorities this study will help them to find ways of dealing with deviant behaviour.

1.6 Limitations

The major limitation was lack of cooperation from teachers and pupils. The participants needed strict follow up to return the questionnaires which were given to them by the researcher.

1.7 Delimitations

The study focused on form two (2) classes at Tsakare Secondary School in Mt Darwin and not in other schools because the period of conducting the study was too short. The researcher chose a sample that was manageable.

1.8 Definition of key terms

1. Deviant- differing from the norm or from the accepted standard of a society.
2. Study- is a pursuit of knowledge as by reading observation or research or attentive scrutiny.

3. Behaviour- is the range of actions and mannerism made by organism or pupils.

1.9 Summary

The chapter has been a pre-emptive motive to explain how the research was like. Thus the background of the research, objectives and assumptions of the study as well as the significance of findings were all highlighted. The researcher outlined the delimitations and flaws that were associated with the research as well as giving a preview of how new terms were used in this study.
CHAPTER 2: LITERATURE REVIEW

This chapter reviews the literature on the ways of minimizing deviant behaviour in schools. Literature review is defined by Kombo and Tromp (2006) as “the works researcher consulted in order to understand and investigate the research problem”. Various studies and works done in the western world, African countries and in Zimbabwe were reviewed. However there appears to be a dearth of literature in Zimbabwe on the ways of minimizing deviant behaviour in schools. Therefore, most of the literature reviewed was mainly based on Western studies and African studies. Literature was reviewed in line with the following objective of the study: to suggest ways that can be done to reduce deviance in pupils.

2.1 Strategies that help to reduce deviant behaviour among secondary/ high school pupils

In the United States of America, peer counselling programmes are used under a qualified counsellor, where pupils address problems and issues such as interpersonal problems at home and at school, substance abuse and career planning. When peer counselling is combined with cross age tutoring younger pupils learn about drugs, alcohol, premarital pregnancy, delinquency, dropping out and HIV-AIDS among others. Cross-Age tutoring involves college age students meeting with pupils in high schools, or high school pupils meeting with those in junior high. In these preventive programmes, older students sometimes perform dramatic episodes that portray pupils confronting problems and model strategies for handling the situation presented (Parkay 2006; Yaroson and Zaria, 2004).

Rodway et.al. (2011) that earlier intervention targeting social and psychological adversity and substance misuse could help to reduce the level of risk for future violence and may reduce
homicide rates among juveniles. Ajowi and Simatwa (2010) sampled 916 pupils in Kenya and found that guidance and counselling was minimally used to promote discipline among high school pupils. Instead corporal punishment was mostly used to solve discipline problems in all schools, despite the ban on the use of corporal punishment. However, in Botswana and here in Zimbabwe, it is suggested that corporal punishment should be used with consideration and administered for rightful reasons. This is done according to the strict guidelines of the education act o Botswana, if not, pupils would never take discipline seriously and juvenile delinquency would rise (Banda, 2004).

To respond to the needs of at risk pupils, Edwards and Young (1992: 78) have suggested that schools “need to reconceptualise the networks of community organizations and public services that might assist, and they need to draw to those community resources”. One such approach is known as the school based inter-professional case management. The approach uses professionally trained case managers who work directly with teachers, the community, and the family to co-ordinate and deliver appropriate services to at-risk pupils and their families. Shana (1973) postulates that all discipline should ideally be the concern, not only of the schools, but of the society as a whole, using out of school approaches that made discipline start in the very early childhood at home. Shana (1973) was of the view that the community should also play a part in curbing deviant behaviour among pupils as homes where pupils came from are also responsible for indiscipline among pupils. A survey by Manning (2004) also found that pupils involved in school and community activities and those whose parents talked to them about drug abuse were more disciplined and were less likely to use drugs.
Yaroson and Zaria (2004: 10) have suggested that: “......to curb indiscipline in secondary schools there is need to include moral education in the school curriculum as moral values built a consistent set of values and ideas which become a basis for making personal decisions about how to behave in relation to other people and the society”. Hence, the school should teach pupils how to learn and use their time effectively. The school environment should be busy and an active place in which both the teacher and pupils know that they are on the same side, working together to achieve something worthwhile. According to Pufi (1980) ,school administrators and teachers can ensure discipline through reduction, rather than an increase of formal rules, as rules are there to make school comfortable (Yaroson and Zaria ;2004).

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

Tiberondwa (1974) suggests that participatory democracy in schools whereby pupils are involved in the process of decision making. This creates trust among the pupils, staff and administrators thereby reducing occurrence of violence in schools. He further states that once pupils are represented or consulted at various levels they can sympathize with administrators’ difficulties and can make constructive contributions. Mwanakatwe (1974: 221) states that the growth of a disciplined school requires “as a pre-condition a healthy and easy relationship
between staff and pupil” where the school should seek primarily to develop the individual personalities of pupils by giving constructive suggestion to pupils on how they can avoid getting into trouble.

Reeves (2008) reported that Woodstock school, improvements in behaviour were as a result of improved relationships among teachers, administrators and pupils. This relationship was enhanced through teachers endeavouring to learn names of pupils and showing that they really cared for pupil welfare.

The goal of school discipline committee must not aim at punishing, but at teaching pupils how to behave and be useful members of the community (Shana, 1973). School administrators and teachers should use punishment for corrective and reformative purposes and not for inflicting emotional and physical pain (Bedding, 2006). Bedding, (2006) further states that the curriculum should include visitations to important places such as police stations and rehabilitation centres for drug addicts in order to instil fear in pupils who intend to experiment with illicit drugs and alcohol. According to Subair (1999) the various suggestions that have been made at national level for curbing deviant behaviour in high schools have apparently impelled many countries to set up juvenile courts, remand homes, reformatory schools and correctional homes or juvenile prisons. However, he further that it seemed that all these measures had not been sufficiently effective in curbing deviant behaviour and juvenile delinquency.

Literature in other parts of the world has stressed the importance of extra-curricular activities in schools to help reduce deviance in schools. Davidson (2006) postulates that activities such as arts and crafts, music and sports teach problem solving, learning of social skills like cooperation,
negotiation and conflict resolution in a fun and relaxed environment. In most schools, extra-curricular activities also include programmes of academic enrichment such as academic competitions in science, mathematics competitions and regional science fairs. Guest and Schneider (2003), cited by Fujita (2006), further postulates that extra-curricular activities, such as drama, boys and girls scout, dance and various clubs such as chess club are an important part of the educational experience of many pupils.

2.2 Summary of Literature

In summary, deviance in high schools is a big problem and its nature seems to be the same in different parts of the world. Cases of alcohol and drug abuse, smoking, fighting and violence and truancy tend to be associated with adolescents in their secondary/high school years. A number of remedies have been used to help curb deviance, such as counselling, cross age peer tutoring, community networks and punishment. Studies reviewed suggest that there is no single solution to deviance in secondary school pupils.
CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher focused on the research methodology. The researcher explained how the research was carried out. The researcher also described the construction and composition of the research instrument. This chapter also explained the sampling procedures that were used for data collection.

3.1 Research design

Robson (1993) states that research design is considered as a “blue print” for research, dealing with at least four problems; which questions to study? Which data is relevant? What data to collect and how to analyses results? The research employed qualitative research paradigm. Neiman (2000) defines qualitative as mere discipline approach and descriptive interpretation, and qualitative data being that that which involves documentation of real, recording what people say, observing behaviour, studying written documents or examining visual images. The researcher administered questionnaires to 12 pupils and 8 teachers. Action research design provide answers to questions such as who, what, when, where and how the topic under study is concerned with the conditions or relationships that exists and seeks to solve an immediate problem. The research used questionnaires as a source of data collection for presentation, interpretation and analysis.
3.2 Justification of Action Research.

Parsons and Brown (2002) assert that action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection-making and the development of more effective lesson classroom strategies. The researcher chooses this approach because it is participatory. This implies a partnership between the researcher and the pupils. Action research is local and focuses directly on issues surrounding the teacher, classroom, and students.

3.3 Population

According to Labouits and Hagen (1981) population is a group of individuals from which a sample is drawn. There are 80 pupils in form 2 classes at Tsakare secondary school but for the purposes of this research, only 12 pupils were chosen which were manageable to the researcher. In this research, 12 pupils were from form 2 A1 and 2 A2 of Tsakare Secondary school were involved. 8 subject teachers (Shona, Computers, Agriculture, Mathematics, English, Science, Physical Education, and Geography) were involved by responding to the questions administered during the interview.

3.4 Sample and sampling procedures

Lehman and William (1971) define sampling as a procedure where a small number of people are studied for the aim of generalizing the results to a larger population. The researcher used criterion based selection to select pupils. This is a sampling method whereby the researcher
establishes a set of attributes the participants or study subjects must possess. In this study the pupils were all chosen on the basis that they committed deviance acts in their first year at secondary education and was recorded by the senior master’s office. Specifically, the extreme case selection, a type of sampling, was used to choose the pupils who were in this study. Extreme case selection according to Weiler (2003) involves picking subjects with an exception characteristic, therefore, in this study the exception characteristic for the pupils to be picked was deviance. The researcher observed and recorded for two weeks the pupils who committed deviance acts during lessons, sports time and general work times. The researcher then managed to come up with 12 pupils who have committed different deviance acts who then automatically qualified to be the sample of this research.

To choose the 8 subject teachers, the researcher used purposive sampling. The method involves a form of stratification of the population followed by random sampling from only those individuals within strata of interest. It involves hand picking subjects on the basis of specific characters and these teachers were chosen on the basis that they teach form 2 pupils

3.5 Research Instrument

The researcher only used one instrument that is interviews as it is the most suitable instrument for a qualitative research
3.5.1 Interviews

The researcher made use of interviews in this study. Borg and Gall (1990:35) define an interview as a conversation which is strictly meant for the collection of information. Interviews in this study involved direct verbal interaction between the researcher and the respondents who were the teachers and students. The researcher interviewed 8 teachers and 12 pupils at Tsakare Secondary School. All these (8 teachers and 12 pupils) were the subjects in the sample done by the researcher as stated earlier. The structured interview questions for the pupils had 6 questions and that for teachers had 9 questions which focused on ways of reducing deviance. Structural questions which consist of a series of questions designed to elicit specific answers on the part of respondents were used in the study as these allow and at the same time guide the researcher in the study from deviating from his pre-selected questions. Thus, the researcher prepared a set of pre-determined questions before going in the field to interact with the respondents and as such these pre-set questions forms the base on which the interviews were based. The advantage of structured questions is that they guide the researcher from deviating from her pre-selected questions hence there is need on the part of the researcher to carefully think during the stage when designing the questions of which this was done to ensure that nothing of importance was left out.
3.6 Advantages of interviews

The main advantages of interviews are they are useful to obtain detailed information about personal feelings, perceptions and opinions. They also allowed for more detailed questions to be asked and usually achieve a high response rate. Ambiguities were clarified and the researcher was able to make follow ups on incomplete answers.

3.7 Summary

In this research, data gathering instrument used were structured interviews. The advantages of the instrument used have been enumerated. In this research, the population covered are Form 2 pupils at Tsakare secondary school. The sample was 12 pupils who have a trend of doing deviance acts. The next chapter will deal with the presentation and analysis of data.
CHAPTER 4: PRESENTATION, INTERPRETATION AND ANALYSIS.

4.0 Introduction

This chapter presents, interprets, analyses and describes the results of the data collected through structured interviews. The data was presented in form of a table and pie chart.

4.1.1 Ways/strategies used to minimise deviant behaviour at school

Questions were asked to 8 different subject teachers and 12 pupils doing form 2. The question was on how deviance was minimised at school. The responses are shown in the table below;

Table 1

<table>
<thead>
<tr>
<th>Ways of dealing with deviance</th>
<th>Respondents who suggested the idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Corporal punishment (beating up pupils)</td>
<td>3 teachers and 12 pupils</td>
</tr>
<tr>
<td>2  Physical punishment (for example watering flowers, weeding, cleaning toilets etc)</td>
<td>4 teachers and 8 pupils</td>
</tr>
<tr>
<td>3  Guidance and Counselling</td>
<td>6 teachers and 2 pupils</td>
</tr>
<tr>
<td>4  Having strict rules at school</td>
<td>2 teachers and No pupil suggested this</td>
</tr>
<tr>
<td>5  Giving pupils more work</td>
<td>3 teachers and No pupil suggested this</td>
</tr>
<tr>
<td>6  Attending all lessens by teachers</td>
<td>2 teacher and No pupil suggested this</td>
</tr>
<tr>
<td>7  Erecting a fence around classroom blocks with only one entry point</td>
<td>1 teacher and No pupil suggested this</td>
</tr>
</tbody>
</table>
4.1.2 Interpretation of the presented data

The respondents mentioned seven ways of reducing deviance behaviour at their school. The most common way which the respondents say is being used to reduce deviant is corporal punishment. About fifteen (15) respondents (3 teachers and 12 pupils) suggested that beating up pupils using a bamboo stick is a way of controlling deviant behaviour among the pupils at the school. Most of the pupils supported the idea of being beaten up if he/she engages in deviant behaviour because they really know themselves and believes that it works.

Twelve (12) respondents (4 teachers and 8 pupils) mentioned that physical punishment such as watering flowers, weeding and cleaning toilets can reduce deviant behaviour. This form of reducing deviant behaviour is an example of negative reinforcement which reduces bad behaviour because of the consequences associated with it.

Guidance and counselling is also another method which was suggested by the respondents. About 6 teachers and 2 pupils mentioned that guidance and counselling pupils is also a way used to minimize deviant behaviour at the school. However, the challenge which was observed by the researcher is that there is limited time for guidance and counselling lessens and teachers also lack the required skill and scope for guidance and counselling to be effective in reducing deviant behaviour.

From research there are three other unique ways which were suggested by teachers but not even a single pupil pointed out these methods. These are having strict rules (2 teachers), attending all lessens by teachers (1 teacher) and erecting a fence around classroom blocks (1 teacher). Teachers who suggested strict rules argued that rules will guide pupils on what is best
expected from them. On attending all lessens by teachers, the teacher argued that pupils engage in deviant behaviour because they were left unattended by teachers so that is why he/she thinks attending lessens might help in minimizing deviant among pupils. On the idea of erecting a fence around classroom blocks, the teacher believes that the fence will control movement of pupils in and out of the school hence, making it easy to note deviant behaviour unlike when pupils are moving randomly and freely in and out of school.

4.2 Ways that were suggested as the most effective for reducing deviant behaviour among pupils at the school.

The question was on singling out the method they deem to be most effective in mitigating deviance. There are three ways which were suggested by most respondents which are stiff punishments (corporal and physical), guidance and counselling and having strict rules.

Out of 20 respondents, 15 respondents (3 teacher and 12 pupils) mentioned that punishments are the most effective way of reducing deviant behaviour. All 12 pupils stated that administering stiff punishments (especially beating them) to undisciplined pupils did help to reduce indiscipline among the pupils.

Eight (8) respondents postulated that guidance and counselling is also very effective as it helps to deter would be offenders of deviance acts at it will help the pupils to make an informed decisions. However, guidance and counselling would be very useful in helping in reducing deviance if it is done by a professional counsellor. Yarson and Zaria (2004), support this by arguing that, peer counselling programmes used under a qualified counsellor can help lessen indiscipline problems. However, it was observed that the school did not have a qualified
counsellor as teachers were merely appointed to take up the role of a guidance and counselling teacher.

Also another respondent strongly believed that discipline in pupils can be raised through putting strict rules and attending all lessons as per timetable so that pupils won’t be left alone.

This data is represented by a pie chart as shown below;

**Figure 1**

![Pie Chart](image)

4.2.1 Analysis of presented data

All respondents stated different ways of minimizing deviance. This shows that when trying to address the problem of deviance, several approaches need to be employed. This absolutely supports researches done by other scholars such as Edwards and Young (1992).

From the teacher’s point of view, most teachers (6 of them) mentioned guidance and counselling as the most effective way of mitigating deviance. Pupils are of the view that
corporal punishment especially that of beating up culprits is the most effective way of reducing indiscipline among pupils. Considering the age groups of most secondary school pupils and the types of the deviances they commit, teachers sort to resort more on a combination of both punishment and counselling although, pupils themselves states that administering stiff punishments to undisciplined did help reduce indiscipline among pupils.

However, punitive measures do not always solve problems as they sometimes enhance problems, at times all that pupils need is good counselling that may guide them into being disciplined and productive pupils and help them to cope with interpersonal problems that they may be experiencing. Punishment does not intrinsically motivate pupils to be disciplined rather it is an extrinsic motivator, in its absence pupils tend to revert to indiscipline. Sometimes pupils continue to be undisciplined discreetly in order to avoid being punished. At times pupils tends to get used to punishments. It is imperative that teachers make an effort to refrain from tendency of treating undesirable behaviour from pupils as a deviation from their initial encounters with pupils as a result of self-fulfilling prophecy. Schools have the responsibility to instil skills and attitudes in pupils that will enable them to make informed decisions on how behave even in the absence of school rules or threats of punishments.

On corporal punishment, which is believed to instil fear in pupils and prevent them from misbehaving, teachers must aim at teaching pupils to become responsible citizens and not aim at punishing them. Bedding (2006) has recommended that teachers should use punishment for corrective and reformative purposes and not for inflicting emotional and physical pain.
4.3 Summary

This chapter was of great importance because it presented, analysed and interpreted data gathered to derive a meaning. Data was presented using a table and a pie chart. In next chapter, summary of the research, recommendations and conclusion would be given.
CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION.

5.0 Introduction

In this chapter, the researcher will explain the findings in a summary of what transpired during the research. The researcher will also draw up some conclusions on the findings and present some possible recommendations to be taken as a measure to minimize deviance in secondary schools in Zimbabwe.

5.1 Summary

The main aim of conducting the research was to find ways to minimize deviant behaviour of form 2 pupils at Tsakare Secondary doing History. The research was done from January to June 2015. The researcher sought to explain the findings in summary of what transpired during the research. The first chapter of the research marked the stepping stone for the study. It outlined the background of the study, statement of the problem, research questions and significance of the study. The key terms were also defined to give the parameters of the research.

In chapter two the researcher made consultations on ways to minimize deviance in the teaching and learning of History. The researcher consulted various sources from different authors to find out what they say about the ways of reducing deviance in schools. Some few authors revealed ways of minimizing deviance of pupils and these are guidance and counselling, use of rewards and punishments.

Chapter three focuses on the research design and methodology. The research instruments which are structured interviews were used to collect relevant data for the study. A total of
twenty respondents, 8 teachers and 12 pupils, were used in collecting data. The advantages of the instrument used to collect data were also discussed. In chapter four, the researcher presents, interprets and analyses data after administering instrument in an endeavour to answer the objectives and assess the assumptions. Table and pie chart were used to present data. The data was analysed and further interpreted to deduce a meaning from it.

5.2 Recommendations

In light of the findings of the research study, the researcher revealed that deviance can be controlled and the measures recommended for this are

- Offering Guidance and Counselling to pupils about dangers of deviance in schools
- Giving pupils more academic work
- Involving parents when disciplining the child
- Use of punishments and rewards.

5.3 Conclusion

Findings related to the investigation points out that there are many ways used to reduce deviance among school pupils. Teachers and pupils who were asked interviews suggested that corporal punishment, physical punishment, guidance and counselling, strict rules, attending all lessons and erecting a fence around classrooms as ways to reduce or eradicate deviance among pupils. The respondents did not mention the use of positive reinforcements and suspending deviant pupils from the school. These are some of the ways that can be implemented to reduce deviance in schools. Measures such as attending all lessons by teachers and erecting fence
around classrooms were said to be mostly effective in reducing deviance because some pupils will sometimes do deviant acts whilst in the middle of the lesson.


APPENDIX A

INTERVIEW GUIDE FOR PUPIL

This interview seeks to assist in the curriculum Depth Study being conducted by S.N DAKA a post graduate student at Bindura University of Science Education. I am carrying out a research entitled, “An investigation into ways of minimizing deviant behaviour among Form 2 pupils in History at Tsakare Secondary School, Mt Darwin.” Your responses will be treated as confidential and please do not tell me your name.

1. What is your age?
2. What type of deviance behaviour do you experience in your school?
3. Last year, from the above answers, which of these offences have you committed?
4. Which are the ways used by your teachers to minimise deviance in your school?
5. Of the ways you stated, which way or ways do you think is the most effective for reducing deviant behaviour among pupils in your school?

THANK YOU FOR YOUR COOPERATION.
This interview seeks to assist in the curriculum Depth Study being conducted by S.N DAKA a post graduate student at Bindura University of Science Education. I am carrying out a research entitled, “An investigation into ways of minimizing deviant behaviour among Form 2 pupils in History at Tsakare Secondary School, Mt Darwin.” Your responses will be treated as confidential and please do not tell me your name.

1. What is your age?

2. How long have you been teaching?

3. What type of indiscipline do you have in your school?

4. During which times do you have more cases of indiscipline?

5. What strategies/ways you think can help curb deviant behaviour in your school?

6. Of the strategies you have identified above, which one/s do you think is the most effective for reducing deviant behaviour at your school and why?

THANK YOU FOR PARTICIPATING IN THIS STUDY.