



**Disruptive Behavior and Students' performance in 9 and 12 years Basic Education in Kanjongo sector, Nyamasheke District.**

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**Abstract**

Provision of quality education and training is the ultimate goal of any educational system. The success of teaching is reflected by academic performance of students. This goal can never be achieved without school discipline. How students are disciplined has been an issue since the inception of public education. Not only the students but also other adult people in their everyday works, they need some control/ supervision or some pressure so that they can do what they are supposed to do. The study employed descriptive Survey design. population was 562 people from whom 152 respondents (teachers, students, parents and school leaders) were selected as sample size according to the formula of Alain BOUCHARD, the questionnaire was used to collect data. The study revealed that disruptive behavior were at extremely high level (44.7%) before 2015 and it has fallen to a very low level (2%) in 2016. The respondents witnessed that the cases of disruptive behaviour have reduced. It is observed that the majority of respondents (93.4%) witnessed that they have noticed cases of disruptive behavior in the year 2015 and argue that students' performance has improved after the implementation of school discipline managers. The study showed that the students in 9 and 12 years basic education in Kanjongo Sector perform better today than two years ago. The study also revealed different disruptive behavior such as going home without permission, "noise" in the classroom. As for the researcher, implementation of this policy of discipline managers was very good as it reduced the cases of disruptive behaviors that were often noticed and this has got a positive effect on students' performance in nine and 12 years basic education. The study recommended that teaching strategies should be revised so that teachers can help in managing students,



**Key words:** Disruptive behavior, student performance

## **INTRODUCTION**

. In 1770, William Blackstone applied the phrase *in loco parentis*, which literally means in place of the parents, to educators. *In loco parentis* gave teachers the ability to act in place of the parent in response to disciplinary actions (Conte, 2000). *In loco parentis* was implemented in schools in the early 1900s, and with it came corporal punishment. Victorian era parents believed children who were lazy and insubordinate were alienating themselves from God, and teachers were thought to be the perfect authority figure to ensure alienation did not occur (Parker-Jenkins, 1997).

During this time period corporal punishment was viewed as necessary to produce citizens who conformed to the norms of society, beat out sin, and ensure learning occurred (Parker Jenkins, 1997). The book of Proverbs in the Bible advocates the use of a rod, i.e. corporal punishment, to save children's souls from death. Therefore, teachers began administering corporal punishment for acts of wrong doing by their charges (Conte, 2000). Recently scholars have written more on indiscipline among pupils and its effects on learning outcome and their progress in schools.

Discipline in school is a very important aspect towards academic excellence, while lack of it usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Gawe, Vakalisa and Jacobs, (2001:190) express cooperative learning if academic performance is to be achieved among students. Effective discipline helps in the achievement of goals, expectation and expectation and responsibility in students (Dunham, 1984:66). Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior amongst learners eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. By definition discipline refers to the ability to carry out reasonable



instructions or orders to reach appropriate standards of behaviors. It is understood to be that abstract quality in a human being which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstance, without or with minimum supervision (Ngonyani, 1973:15).

Various studies have been conducted on issues pertaining to schools' academic performance, such as those by Malekela (2000:61), Galabawa (2000:100) and Mosha (2000:4). They have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about school discipline as one among aspects that influence performance in schools. School discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. Omari (1995:38) stated that it is difficult to maintain order and discipline in schools where teachers have no space to sit, prepare and mark students' work. In other words, Omari (1995) supports the above scholars that availability of teaching and learning materials has an impact on school discipline.

Indiscipline in schools, and consequently, school strikes, destroy the teaching-learning environment. Occasionally there are protests, riots and violence and sometimes the police have to come in to intervene to protect school property. Some schools become virtual prisons as they construct huge walls and expensive fences to protect good students, teachers and property against undisciplined students. Ohsako (1997:7) argues that violence is a sensitive issue that provokes anxiety, arouses emotions and has negative impact on school performance.

As Omari (1995:25) observes, the most important thing is not so much to have written rules pinned in the office of the head teacher or discipline master as to have rules actually implemented. School rules and regulations should facilitate administrative work, should focus on the creation of a good atmosphere for teaching and learning.



In education field it is believed that discipline of the students is a pillar and an important factor that needs more attention. Once the discipline of the students is not good enough, this can affect their performance.

### **OBJECTIVES OF THE STUDY**

- Determine the noted cases of disruptive behaviors before and after implementation of discipline managers in 9 and 12 years basic education of Kanjongo Sector.
- Investigate the levels of students' performance before and after implementation of discipline managers in nine and 12 years basic education of Kanjongo Sector.
- Compare and examine whether there is a significant difference between the noted cases of disruptive behaviors and students' performance before and after implementation of discipline managers in nine years and 12 years basic education Kanjongo Sector.
- To find out different types of students disruptive behavior and causes in nine years and 12 years of Kanjongo Sector.

### **Related literature review**

#### **Effect of disruptive behavior on students' performance**

There are many effects of disruptive behaviors: "Prevents children's participation in educational activities, isolates them from their peers, affects other pupils, reduces opportunities for involvement in ordinary community activities, excessive demands upon teachers, staff and resources, places the child or others in physical danger and makes future placement difficult."

This is what pushed the researcher to undertake this study in order to compare what happened before and after implementation of discipline managers in education system of Rwanda. Among the cases of disruptive behaviour, many studies have been carried out and we can for example



mention: time management of both the teachers and the students, the use of punishment in schools, unwanted behaviour, Disruptive Behaviour and Students' academic performance.

However, the issue of punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence. Mafabi, et al (1993), opine that, success can only be achieved in school when teachers shows good example of time management. Though the practice in most of the secondary schools is that school activities seems not to respect the designed time table. There is a need therefore to establish compliance on the part of the stakeholders in the management of school to ensure good "academic performance.

Docking, (2000) argues that, a law abiding student is the one expected to arrive on time for lectures and wait for the teacher, while law abiding teacher is expected to respect all the time allocated to him or her on the timetable.

Kelly, (2004) argues that efficient use of time on the part of the students and school administrator directly associated with increased academic performance. Brint, S. and Cantwell, (2006) also concur and further explain that extra time study has a strong influence on academic attainment. Eilam and Aharon, (2003) stress that time management can be view as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period. Therefore, to improve academic performance, both the student and staff self-attitude and participation is required as a principle of time management practice.

### **The use of punishment in schools**

The use of punishment in schools is to instil discipline and is melted on student who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improving school discipline, if commensurate with the offense committed (Okumbe, 1998). However, what we experience in recent times is that there are situation where a student who commits an offence, can easily go unpunished. Nevertheless, in



most secondary schools some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning, suspension, expulsion, branding and mutilation of students (Encarta, 2009).

Docking, (2000) in his opinion on application of punishments in schools in the United Kingdom he observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended to instill fear. This idea is also in agreement with Canter, (2000) who argues that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. According to Mafabi, et al, (1993) punishments are expected to enforce compliance when students are under the care of teachers. This opinion is also shared by Cotton, et al (2000), who said that Punishments in a International Journal of Academic Research in Progressive Education and Development.

Creswel, (2003), did a study that with a well-behaved class, teaching could be among the most wonderful jobs in the world.

This would lead to absence from schools and consequently reducing the academic performance of the injured students Baumard, (1999) shared the same opinion but argued that punishment is a means of controlling disruptive behaviour. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always realize the appropriateness of punishment before initiating it. Cotton, et al, (2000) also contends that uniform punishment can be an effective way of controlling students "behaviour if students, teachers and school administrators know and understand that punishment are firm, fair and consistent. Ideally, schools set discipline for the proper governing of the various lifestyles of students i:e the dos and don'ts. Okumbe, (1998), opines that regulations on the other hand are authoritative disciplines with a course of law intended to promote discipline in school.



### **Disruptive Behavior and Students' academic performance**

Hernandez and Seem, (2004), argue that the operation of schools' is directly influenced by the way the schools' administered students disruptive behaviour. They further explained that the parameters for students' behaviour and academic expectations must be clearly stated to students. Jones et al, (2002), also concur with Hernandez and Seem, (2004), argues that effective schools demonstrate sound inclusive practices which include emphasizing school discipline, collaborative leadership and their good practice.

According to Matsoga, (2003) in his study, he discovers the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home.

Schools disciplines are among the strategies designed to instill good conduct of students, this implies self-control, good behaviour and obedience to school authority (Adams, 2003).

Kabandize, (2001) observes that disciplines are enforced through prefects "bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton, et al, (2000) also argue that the best results could be obtained through vigilantly reminding students about disciplines in school and monitoring their compliance with them. Adeyemo, (1985), in his study on the level of discipline in secondary schools in Nigeria, he established that there is wide spread violation of school rules and regulations which was capable of obstructing the smooth functioning of the school system and thereby affect pupils perform.

### **METHODOLOGY**

The study used 562 population including 254 males and 308 females. Sample size was 152 people grouped in four categories of respondents namely students, school leaders (including discipline managers), teachers and the parents who have the students in schools of Kanjongo



Sector. Purposive sampling method was used in selecting the categories of the people to be involved in this research and also the stratified sampling was used by using the formula of Alain Bouchard, questionnaire and review of document were used as instruments to collect data, data were analyzed by using Microsoft excel.

**Table: The sample size**

Categories of the Respondents	Population	Sample	Percentage
Students	313	64	42.1
School Leaders	5	5	3.3
Teachers	35	25	16.4
Parents	209	58	38.2
<b>TOTAL</b>	<b>562</b>	152	100.0

## Results and Discussion

As the objectives of the study were to Determine the noted cases of disruptive behaviors before and after implementation of discipline managers in 9 and 12 years basic education of Kanjongo Sector, Investigate the levels of students' performance before and after implementation of discipline managers in nine and 12 years basic education of Kanjongo Sector, Compare and examine whether there is a significant difference between the noted cases of disruptive behaviors and students' performance before and after implementation of discipline managers in nine years and 12 years basic education Kanjongo Sector. And to find out different types of students disruptive behavior and causes in nine years and 12 years of Kanjongo Sector.

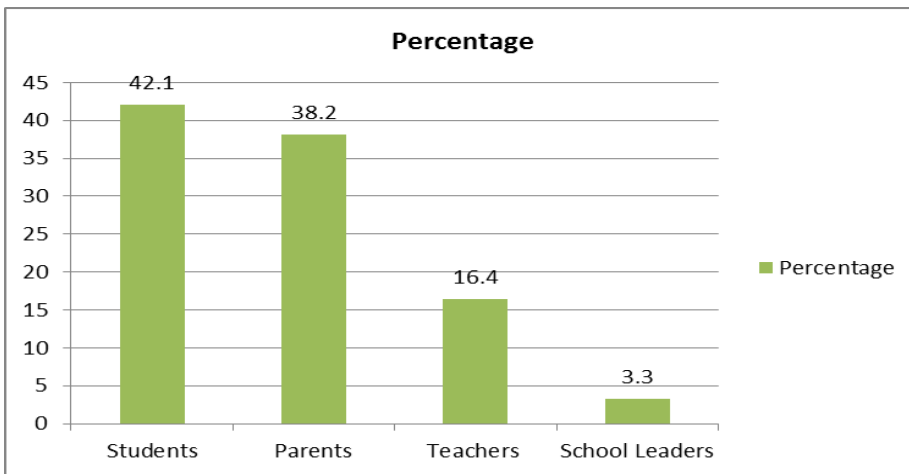
Distribution of respondents by categories

The researcher has addressed the questionnaire to the respondents to identify their categories; this was very important in the research because it helped the researcher to know that the expected respondents were the one who answered the questionnaires.

**Table 1: Distribution of respondents by categories**

Categories of the Respondents	Sample	Percentage
Students	64	42.1
School Leaders	5	3.3
Teachers	25	16.4
Parents	58	38.2
<b>TOTAL</b>	152	100.0

**Figure 1: Distribution of respondents by categories.**



It is shown that 42.1% of the selected categories were students, the parents 38.2% teachers were 16.4% and the school leaders were only 3.3%. The researcher interpreted the collected to be of high validity since they were given by the right people and of different categories.

### Gender wise Classification

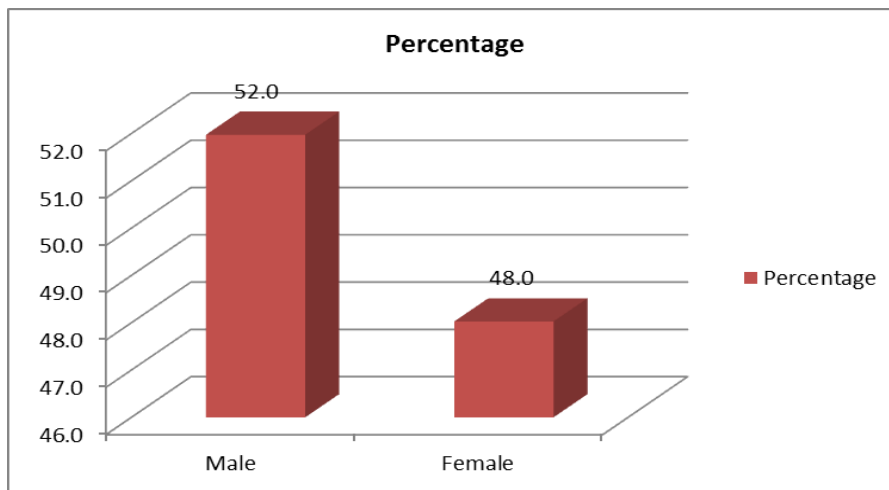
The researcher has addressed the questionnaire to the respondents to identify their sex; this was very important in the research because as it is known both genders male and female do not participate equally to the farming activities; so this helped the researcher to know that both sexes participated to the research as they may have different views on the topic.

**Table 2: Distribution of respondents by gender**

Sex	Frequencies	Percentage
Male	79	52.0
Female	73	48.0
<b>Total</b>	<b>152</b>	100.0

**Source:** Primary data, August 2017

**Figure 2: Distribution of respondents by gender.**



From the table 5 and the figure 2, it is noticed that 52% of the respondents were males while the females were 48% in this research. This proves that the collected data were ideas from different sex. Gender roles in our society make difference between men and women; hence, handling the



cases of disruptive behaviors, there is no doubt that both genders have different ideas; this can affect their views about analyzing the contribution of discipline managers this new policy in 9 and 12YBE secondary schools. As the researcher' interpretation; the collected data are true data as since they were provided by various respondents.

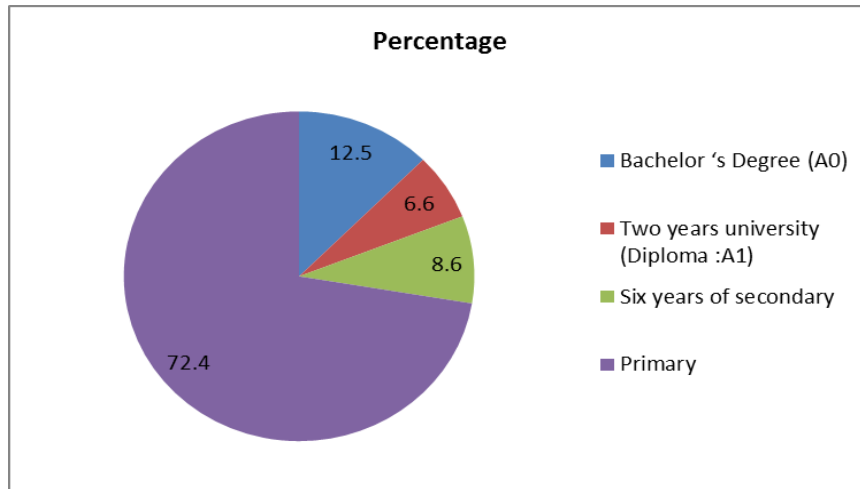
### **Distribution of the respondents by qualification**

The respondents were distributed according to their qualification. The researcher has addressed the questionnaires to the respondents so as to mention their highest qualifications. From this, the levels considered were university studies and secondary levels.

**Table 3: Distribution of respondents by qualification**

<b>Level of education</b>	<b>Frequencies</b>	<b>Percentage</b>
Bachelor 's Degree (A0)	19	12.5
Two years university (Diploma :A1)	10	6.6
Six years of secondary	13	8.6
Primary	110	72.4
<b>Total</b>	<b>152</b>	<b>100.0</b>

**Figure 3: The respondents by qualification**



it is clearly evident that the most of the respondents, equivalent to 72.4 % were the ones holding the primary level of studies. This is mainly the parents. Those who have bachelor's degrees are 12.5% and the ones holding diplomas are 6.6% and 8.6% have A2 level. For the researcher, this means a lot: all the respondents were educated; and from this we have to value the collected data as true data of quality.

The researcher has also identified the respondents according to their range of age as it is known that age is a very important variable that can influence responses of the respondents on various topics.

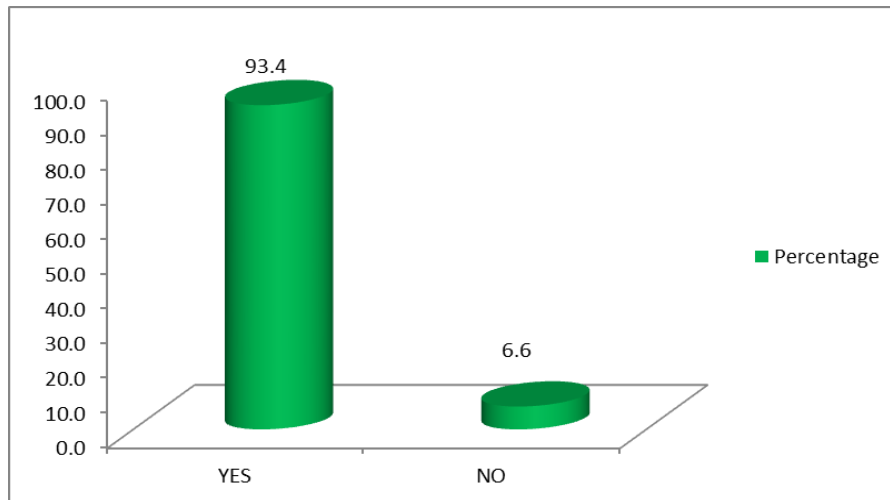
**Disruptive behavior before and after implementation of discipline managers.**

In order to determine the noted cases of disruptive behaviors before and after implementation of discipline managers in nine years Basic education of Kanjongo sector, the researcher asked the respondents to answer by YES or NO. To this part of the questionnaire, the first question was to investigate whether the respondents noted cases of disruptive behavior.

**Table 4: Noted Cases of disruptive behavior before 2015**

Responses	Frequencies	Percentage
YES	142	93.4
NO	10	6.6
Total	152	100.0

**Figure 4: Noted Cases of DB before 2015**



From table 8 and figure 5; it is observed that the majority of 93.4% witnessed that they have noticed cases of disruptive behavior in the year 2015 and 6.6% said they did not see them. From this, the researcher agreed with the respondents that in 2015, the cases of disruptive behavior have been noted. Most of them added that the situation of disruptive behavior also happen even after 2015, but they witnessed that there is a clear difference of cases of disruptive behavior before and after 2015, the year in which the discipline managers were engaged to work in 9 and 12YBE secondary schools.

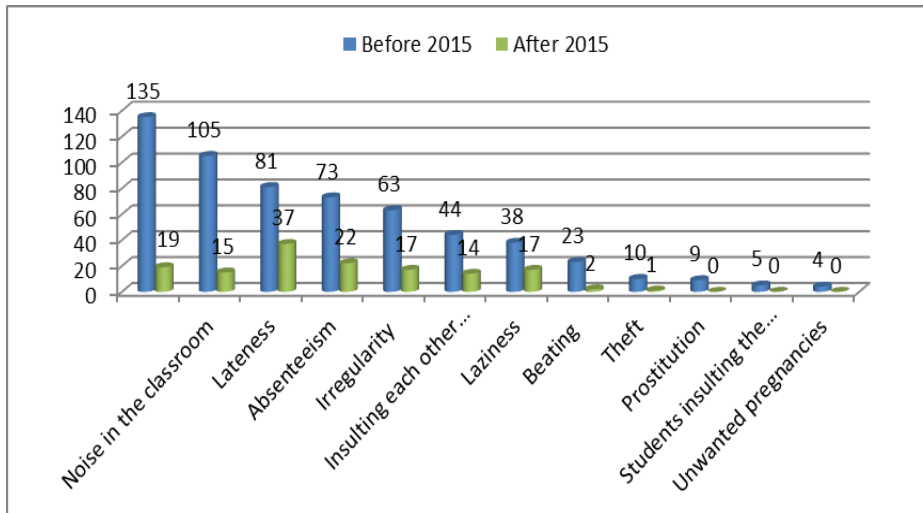


The researcher asked the respondents to mention some of the cases of disruptive behavior they remember to have faced in the two periods before and after 2015.

**Table 5: Some examples of Noted Cases of disruptive behavior before 2015**

<b>Cases of DB</b>	<b>Before 2015</b>	<b>After 2015</b>
Go home back before time	135	19
Noise in the classroom	105	15
Lateness	81	37
Absenteeism	73	22
Irregularity	63	17
Insulting each other (students)	44	14
Laziness	38	17
Beating	23	2
Theft	10	1
Prostitution	9	0
Students insulting the school leaders	5	0
Unwanted pregnancies	4	0

**Figure 5: Some examples of Noted Cases of DB before 2015**



From the table 9 and the figure 6 above, we can notice that for all the noted cases of disruptive behavior before 2015 have considerably changed after the implementation of discipline managers. The researcher asked the respondents to show their views about the difference of the two periods before and after 2015.

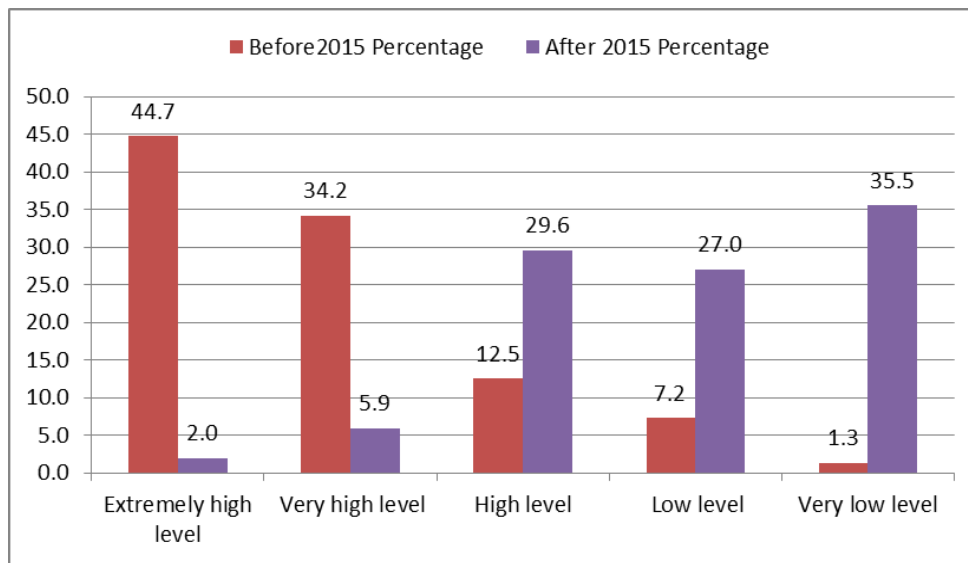
The majority of the respondents showed that the case of disruptive behavior that has happened very often before 2015 is the mistake of the students to go back home without permission. This case happened 135 times in 2015 but you can see how much these cases have reduced to 19 cases after implementation of discipline managers. The respondents witnessed that the problem of hunger on behalf of the students was a very big issue to handle before 2015. They added that there are other factors that contributed to the management.

The next case of disruptive behavior was making noise in the classroom which happened 105 cases before 2015 and which has also reduced considerably to 15 after implementation of discipline managers. The figure also illustrates the case of lateness in the class. On this issue, 81 cases were identified in 2015 but they also reduced up to 37 cases after 2015.

**Table 6: Student performance before introduction of discipline managers and after**

Responses	Before 2015		After 2015	
	Frequencies	Percentage	Frequencies	Percentage
Extremely high level	68	44.7	3	2.0
Very high level	52	34.2	9	5.9
High level	19	12.5	45	29.6
Low level	11	7.2	41	27.0
Very low level	2	1.3	54	35.5
<b>Total</b>	<b>152</b>	<b>100.0</b>	<b>152</b>	<b>100.0</b>

**Figure 6: Student performance before introduction of discipline managers and after**



It is observed that there is a clear difference, we can see that the questionnaires witnessed that before 2015, the cases of discipline managers were estimated to extremely high level at 44.7% and it has fallen to a very low level at 2% in 2016. On the other side, in 2016, the cases of disruptive behavior were estimated extremely high level at 2% and to 35.5% in 2016. That is to say that the respondents have witnessed that the cases of DB have reduced in nine years and 12



years basic education. They witnessed and told the researcher that the cases of disruptive behavior have greatly reduced.

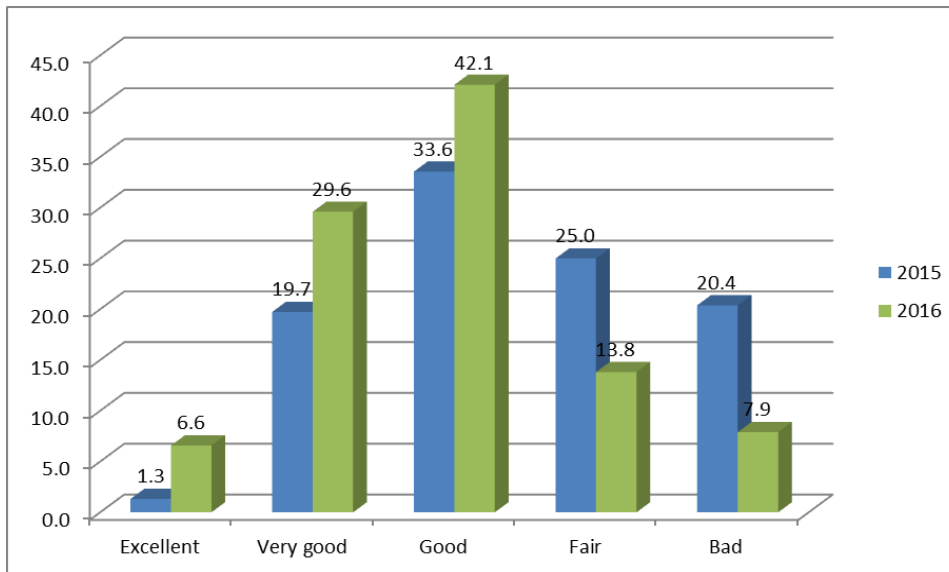
**Students' performance before and after implementation of discipline managers.**

The questionnaire was designed in the way that the respondents had to mention to which extent the students of nine years and 12 years basic education performed their subjects before and after implementation of discipline managers (2015).

**Table 7: Students' performance before and after discipline managers**

Appreciation	2014		2015		2016	
	Frequencies	Percentage	Frequencies	Percentage	Frequencies	Percentage
Excellent	0	0.0	2	1.3	10	6.6
Very good	3	2.0	30	19.7	45	29.6
Good	19	12.5	51	33.6	64	42.1
Fair	68	44.7	38	25.0	21	13.8
Bad	62	40.8	31	20.4	12	7.9
<b>Total</b>	<b>152</b>	<b>100.0</b>	<b>152</b>	<b>100.0</b>	<b>152</b>	<b>100.0</b>

**Figure 7: Students' performance before and after discipline managers.**



From the table No 11 and the figure 8; when we compare the two periods before and after 2015; the date of implementation of the policy of discipline managers in secondary schools of 9YBE and 12YBE, it is observable that the respondents witnessed that there is some improvement of students' performance. You can notice that in most of cases, the respondents answered in 2014; the students' performance was bad to 48% in 2015 it reduced to 20.4% and after implementation of discipline managers i.e. in 2016 it reduced to 7.9%. On the side of excellence; it is clear that in 2014, there was no respondents who witnessed it (0%); in 2015; it improved to 1.3% and after 2015; (after implementation of DMs) it improved to 6.6%. The majority of the respondents supported the idea that students' performance improved thanks to the policy of implementing the discipline managers in secondary schools.

They showed that the students at GS Ruheru A perform at the rate of very good and good. In 2014 there were only 2% and 12.5% as Very Good and Good respectively, in 2015; there was a clear improvement where it came from 12.5% in 2014 and reached 33.3% in 2015 and to 42.1% in 2016. You can also notice that the majority of respondents have shown that the students' performance was fair and bad in 2014 as it was said respectively by 44.7% and 40.8%. As for the researcher, implementation of disruptive behavior in 9 and 12YBE has reduced the cases of disruptive behavior and consequently it has a positive effect of students' performance.

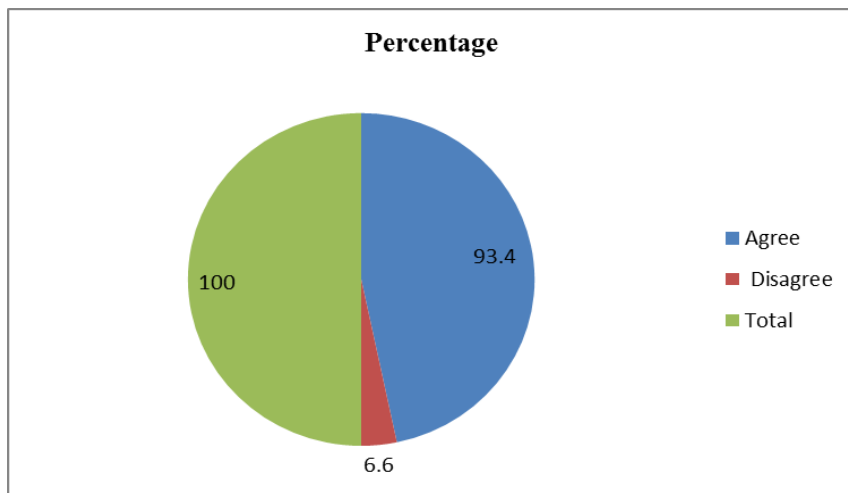
**DATA ON RELATIONSHIP BETWEEN DISCIPLINE MANAGERS AND STUDENTS' PERFORMANCE**

The researcher has asked the respondents whether they can establish the relationship between the policy of discipline managers and students' performance. Below is the presentation of the data they have given. The respondents had to answer by agree or disagree.

**Table 8: Relationship between discipline managers and students' performance**

Responses	Frequency	Percentage
Agree	142	93.4
Disagree	10	6.6
<b>Total</b>	<b>152</b>	<b>100.0</b>

**Figure 8: Relationship between discipline managers and students' performance**



From the table No 12 and the figure 9; we can notice that the majority of 93.4% have witnessed that they can establish the relationship between the management of disruptive behavior by



implementation of discipline managers; since this fact has reduced the cases of disruptive behavior and the students were bounded to the tasks they are assigned in the classroom.

For the researcher, it is clear that the reduction of cases of disruptive behavior has a certain relationship with the students' performance.

### **The summary of findings**

The respondents proved that in 2014; the students' performance was "bad" to 48% in 2015 it reduced to 20.4% and after implementation of discipline managers and it reduced to 7.9% in 2016. On the side of "EXCELLENCE"; it is clear that in 2014, there was no respondents who witnessed it (0%); and after 2015; (after implementation of discipline managers) it improved to 6.6%. The majority of the respondents supported the idea that students' performance improved thanks to the policy of implementing the discipline managers in secondary schools since this policy reduced the cases of disruptive behavior.

From table 8 and figure 5; it is observed that the majority of respondents (93.4%) witnessed that they have noticed cases of disruptive behavior in the year 2015. Most of them added that the situation of disruptive behavior also happen even after 2015, but they witnessed that there is a clear difference of cases of disruptive behavior before and after 2015, the year in which the DMs were engaged to work in 9 and 12YBE secondary schools.

The case of disruptive behavior of going back home without permission happened 135 times before 2015 but they reduced to 19 cases after implementation of discipline managers. The respondents witnessed that the problem of hunger on behalf of the students was a very big issue to handle before 2015. The next case of disruptive behavior was "NOISE" in the classroom which happened 105 cases before 2015 and only 15 cases after implementation of discipline managers. The figure also illustrates the case of lateness in the class. On this issue, 81 cases were identified in 2015 but they also reduced up to 37 cases after 2015.



As for the researcher, implementation of this policy of discipline managers was very good as it reduced the cases of disruptive behaviors that were often noticed and this has got a positive effect on students' performance in nine and 12 years basic education in Kanjongo sector.

## **CONCLUSION**

The researcher found from the research that student disruptive behavior play a big role in students' performance and also reported that discipline managers contributed positively to the improvement of the students' performance in nine years and 12 years basic education and reported some student disruptive behaviors.

## **Recommendations**

The following recommendations were made:

- To prepare training for school discipline managers to be able to perform their duties
- To train teachers about how to communicate with students in order to minimize disruptive behavior in the classroom.
- To mobilize all the teaching staff to work together with the discipline managers so as to maintain good order in the school.
- Avail and plan training for the discipline managers to sharpen them with good discipline management in the schools.
- Teaching methods should be motivational to attract students toward their studies and to be involved in teaching and learning process
- Schools have to train teaching staff on effective classroom management strategies to enhance academic achievement.

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