INVESTIGATING STUDENT INDISCIPLINE IN SECONDARY SCHOOLS OF MAURITIUS AND ITS CONNECTIONS TO THE QUALITY OF TEACHER'S TRAINING AND TRANSFORMATIONAL LEADERSHIP

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Abstract
The level of indiscipline in secondary schools of Mauritius have become a real concern as it is believed that they are the cause of poor students' performances. Classroom management and leadership skills are also considered necessary for students' effective learning. This research investigated into the main sources of existing disciplinary problems in private and public secondary schools of Mauritius, gender-wise and mixed, and the extent of teacher training on student discipline. Additionally, it examined the impact of transformational leadership and leaders' training on student discipline. It also attempted to identify ways of implementing selected mitigation strategies for better classroom management and overall student discipline. The investigation employed a cross-sectional research design where a close-ended questionnaire was developed and administered through the web after semi-structured interviews were carried out with head of schools. Data analysis was done on IBM Statistical Package for Social Sciences (SPSS) software. Dependent variables were described through measures of central tendency, dispersion, skewness and kurtosis. Normality test (Shapiro-Wilk) was also used. Additionally, bivariate correlation analyses, Kruskal-Wallis, Mann-Whitney and Chi-Square tests were used to identify relationships between variables that did not follow a normal distribution. The study revealed that the three major sources of indiscipline related to classroom disruption were talking in class, inattention and ignoring instructions. Further analysis revealed that girls were more talkative whereas boys were found to be more inattentive and ignorant of instructions. The research also showed that the longer teachers were trained, the lesser were students undisciplined in class. It was also found that transformational leadership was being applied in about 80% of schools and it significantly and positively affected student discipline. However, the study also revealed that teacher leadership style was significantly related to students talking in class and them ignoring instructions but was insignificantly related to students' inattention. The results also showed that there were significant differences in mitigation strategies between boys, girls and mix schools and that networking and restorative justice were considered more significant strategies than just improving school climate.

Keywords-- Student indiscipline, classroom management, teacher and leader training, transformational leadership, indiscipline mitigation strategies, school networking, restorative justice

INTRODUCTION
The Mauritian Education System
Education in Mauritius started with the work of missionaries similarly to other British colonies. In 1956, the Education Act was voted stating that no child should be denied access to primary schools on grounds of race and religion. From then on, the government has continuously invested massively in the educational sector as it views an educated population as an important element of the country's prosperity. Since 1976, Mauritius offers free education to primary and secondary schools' students. The Ministry of Education and Scientific Research (MOESR) administers and controls all action related to the educational sector. The vision of the MOESR is to provide quality education for all in view of creating human capital that helps the country to progress (MOESR, 2013). Due to globalisation and major developments towards a service-oriented economy, there is a growing need to offer high-level and work-oriented education in Mauritius. This presumes a conducive working atmosphere that ultimately leads to higher pass rates and better grades which is of major concern to all stakeholders.

However, the pass rates at the secondary level together with results quality have continuously decreased. There is a major consensus that one of the major obstacles to offering quality education is school discipline.

Background of the Study
The Mauritian laws, rules and regulations provides for respect for another individual's rights and property hence the inclusion of respect for teachers, non-teaching staff, fellow students and school property in the rules and regulations regarding discipline at school. It is therefore expected that all students abide by the code of conduct in line with the above. However, this is not the case. Rising cases of school violence, disruptive classroom behaviour, fighting, stealing, gang-like behaviours, alcohol and drugs all contribute to increased disciplinary actions. The World Health Organisation (WHO) claims that the authorities need to consider taking swift actions to mitigate this situation that is becoming more serious day-by-day before it becomes uncontrollable (WHO, 2009). The whole educational system is disturbed by such behaviours and puts increased stress on all stakeholders and on the school environment. As school leaders seek to eliminate school-wide issues such as safety and security and damage to school property, educators are confronted to the problem of students not interested to learn and classroom misbehaviours thereby spending time disciplining students rather than teaching. In their quest for increased

professionalism, teachers are devising new ways and means to cope with classroom indiscipline. School leaders and administrators are trying to develop new strategies for managing such a problem. As concerned educators about this highly evolving situation, the researchers decided to carry out this study in an effort to determine the underlying causes of student indiscipline and violence and to determine how, together with lack of teacher training and school leader training, they impacted on student achievement. It was the scope of this study to identify major causes of student indiscipline and to determine how leaders' training including teacher training together with transformational leadership could positively impact on student achievement at school.

Problem Statement
As is the case in other countries, student indiscipline within school premises is a major concern to both teachers and school leaders. This poses an important challenge to both teachers who constantly have to review their teaching strategies and school leaders who often doubt about their leadership competences. However, they are not the only ones concerned as the same feeling and fear are shared by both parents and the society at large. Several studies were done in the past in this area in many countries but due to the highly evolving and dynamic nature of the problem, the researchers found that apart from uncovering the ever changing causes of student indiscipline, there was the need to find out whether teachers were sufficiently trained to cope with their classroom situations and consequently improve student attainment. Additionally, due to the dynamic nature of education, there was the need to find out whether school leaders' training and application of transformational leadership could contribute to improve student behaviour and achievement. Furthermore, valuable suggestions from both teachers and rectors needed to be considered as a means to mitigate the problem of indiscipline in schools.

REVIEW OF LITERATURE
Models of School Discipline
Theories of discipline explain how students and teachers interact in a school environment. The teacher-student relationship tends to be more formal and distant in schools where discipline is strict and inflexible. On the other hand, when these strict rules are replaced by guidelines and punishment by rapport, this relationship tends to be more casual and informal. The existence of these various approaches to discipline is a source of conflict between the teachers and the rectors as well as between teachers themselves where discipline is perceived as either too loose or too repressive and punishment-oriented. (Allen, 2010) supports seven models of discipline that help explain the underlying attitudes towards discipline and to better understand the various options available to teachers and rectors in framing a strategy to implement school discipline. The Kounin model emphasises on the teacher being aware of everything happening in class and the ability to manage students in groups. It also considers the "ripple effect" on other students' behaviours through the correction one pupil's behaviour. The Neo-Skinnerian model considers the shaping of desired behaviour based on reinforcement and punishment. It is based on the works of B.F. Skinner. The Ginott model considers the transmission of respectful advices and building discipline incrementally. The key to its success is the teacher's self-discipline. In the Glasser model, students are treated as rational learners that have the capability to shape their own behaviour. Students learn how to take good decisions, since they result in good behaviour. Pretexts for misbehaviour are not tolerated.

The Main Factors that Cause Indiscipline at School
For effective teaching and learning to happen it is essential that good discipline exists in every classroom and within the school premises. Many studies show that good behaviour and academic success go hand in hand. (Lima, 2009) states that the problem of indiscipline faced by schools is attributable to social effects and have a direct impact on student life. According to (Delgado, 2014) , the school climate was a key determinant for discipline and was determined by teachers' quality of life who in turn was affected by the development of professional groups, chances for teamwork, enrichment of individual competence and teacher empowerment. Other factors affecting the school climate were the leadership styles and infrastructure. This is further confirmed by (Thapa, Cohen, Guffrey, & Higgins-D'Alessandro, 2013) who state that the United Nations Children's Fund (UNICEF) have concentrated on school climate transformation and enhancement as an approach to supporting all stakeholders directly related to the school with the goal of a school which is safer and more conducive to learning. It is found that indiscipline differs between boys and girls. One reason is that boys tend to be more active and more prone to misbehaviour due to social early social learning (Piechura-Couture, Heins, Tichenor, & Mercedes, 2013). For his part, (Sax, 2004) supports that there are major differences between the brains of boys and girls that makes boys more aggressive and girls shyer. Moreover, (Chadwell, 2008) supports the fact that the sum of indiscipline acts in separate boys and girls schools is less than in mix classes and that behaviour and attainment are improved in single-gender schools. According to (Ferráns & Selman, 2014), the rules of school culture and the way student perceive school climates affect their decisions to associate themselves to undisciplined and violent students when they watch the latter aggressing or bullying other students. (Zuboff & Maxmin, 2002) found four school-level indicators that determine students' perceptions of their school climate namely safety, order, care, and empowerment. (Ahmad, 2011) an experienced educator, states on his internet blog that students did not abide by rules which were perceived as unfair and inconsistent. Accordingto a studycarriedoutby(Koutrouba, 2013)and (Hussainetal., 2016), it was shown that secondary school teachers attributed in discipline largely to students while they themselves, due to strict and inflexible study programmes that under estimate social and emotional directions of learning, were neither given specific training on classroom management nor authorisation to establish relations of trust and respect with their pupils. (Erdogcan, et al., 2010) categorised difficulties in classroom organisation such as: poor enthusiasm, disrespect towards rules, poor school equipment, poor time management and classroom atmosphere. He found that these problems were linked to participants related these problems with the following motives such as inflexible school programmes, inappropriate classroom settings and size and poor attitudes towards learners. Moreover, he found that the right skills and attitudes were missing in educators. It is claimed by (Crumpton & Gregory, 2011) that when students enter secondary schools with low performances, there is a high probability that they leave the secondary school with low performances. (Huang, 2013) studied the factors affecting the reading motivation of secondary school students. He found that high-achieving learners placed greater importance on grades and social recognition than low-achieving learners. (Slavin, 2011) shows the existence of a Pygmalion effect suggesting that students performed better in classes where they were expected to do so and that they lived up to their teachers' expectations. Creative solutions to control indiscipline in class is prescribed by (Weston, 2013) who claims that teachers should not only look at their task of teaching and learning but also they should believe in students as people with their own rights.

Teacher training and discipline
Research indicates that educators have a significant influence on how much students learn. Students having the best educators learn better and more than students who get low quality educators. It is important for all educators to have Continuous Professional Development (CPD). In his study, (Delgado, 2014) found that the school climate was a key determinant for

discipline and that teachers' quality of life was an important factor that determined the school climate. (Wong, 2014) examined the writing up of research papers by teachers and found that they had a positive effect on their work. (Kunter, et al., 2013) studied educators' knowledge about their curriculum, their beliefs, motivation and self-control as features of their aptitudes and found that positive effects of these features impacted on learners' attainment. On the other hand, educators' general academic abilities did not impact on their instruction. (Ediger, 2013) advocates that each lesson should be carefully planned in order to help student learning while engaging them with interesting activities. (Marzano, Marzano, & Pickering, 2003) are very popular for their studies on the effect of good classroom administration on learner attainment and have proposed a set of specific schemes that teachers could use in different situations to improve classroom management. (Davis, 2013) believes in restorative justice, i.e. empowering students to resolve conflicts on their own. This practice is gaining popularity in schools day by day. Community-building as claimed by (Amstutz, 2015) begin in a classroom through the application of restorative justice at school.

Leadership and Discipline
(Fullan, 2009) points out that teacher training is important to deal with change and this can only happen with the help of the school leader. Good school leaders share many common characteristics and have similar roles. They help each other through the establishment of networks and develop strategies. (Mintzberg, 1996) describes strategy as "seeing" and "sensing". For his part (Hargreaves, 2012) believes that school leaders are key to the transformation of schools into self-creating school systems. (Sammons, Gu, Day, & Ko, 2011) explored the impact of school leadership on school improvement and found strong relationships between leadership and school and classroom. According to (Sebastian & Allensworth, 2012) variation in classroom teaching within a school is related to the rector's leadership through several ways, the most prominent one being the standard of CPD and programmes reliability. (Findlay, 2014) studies revealed that rectors understood the judicious use of discretion and good judgement and their importance related to fairness and equity in disciplinary actions. Another factor that is closely related to leadership and student attainment is the ability of school leaders to act within networks. (Moolenaar & Sleegers, 2015) investigated the matter and suggest that rectors who occupy a central position in their school's advice network are also more likely to occupy a central position in their district's collaborative leadership network.

Mitigating Discipline Problems
It is of utmost importance for both educators and rectors to find ways and means to mitigate students discipline problems. One way of mitigating such discipline problems is through counselling. (Devi, Devaki, Madhavan, & Saikumar, 2013) established that counselling services in colleges were effective in helping learners solve their discipline problems. This opinion is also supported by (Island, 2010) who states that school counselling positively impacted on a series of significant learner objectives. Another way of reducing indiscipline is through improved teacher-student relationships. (Spilt, Roorda, Koomen, & Oort, 2011) studies results showed stronger positive effects in the higher grades students than those of lower grades. (Torres, Poenitzsch, & Jeffrey, 2011), base themselves on results of a previous study to affirm that schools are depending more and more on law enforcement authorities to deal with student misbehaviour. This is commonly known as zero-tolerance policy. (Schiff, 2013) claims that restorative justice practices can and should be used to fight against the harmful effects of zero-tolerance policies to help keep students in schools and out of the juvenile justice system. The physical and social conditions of the learning environment, also known as the school climate, play a

positive role in student attainment (Brown, 2013). He also points out a link between school climate and academic attainment and learner commitment. (Greenhow, 2011) argues that students' online social networking can be used as places for and supports for learning in new unaddressed and unassessed ways. (Kubiak & Bertram, 2010) claimed that they identified five leadership activities poised on facilitating networks between schools that contribute to school improvement.

RESEARCH METHODOLOGY
DataCollection Instruments
Interviewees were firstly asked to talk about their experiences related to student indiscipline and their main causes according to them. They were then asked whether they found any relationship with their training and the above problem. Interviewees were afterwards prompted about leadership and discipline and lastly, their suggestions on mitigating discipline problems were recorded. A web-based questionnaire containing close-ended questions was developed and administered due to its numerous advantages such as easyandautomatic data import into spread sheet and statistical software such as SPSS (Wilson & Dewaele, 2010)and (Hussainetal., 2017). A single questionnaire was developed for both educators and rectors. Questions were mostly set as multiple choice and agreement/disagreement style on a 5-point Likert scale.

Validity, Reliability and Pilot Testing
Two rectors and a deputy rector working in a private secondary school helped in establishing the content validity of the item scales used. Observance of definitions guided the establishment of construct validity. The questionnaire was administered to fifty members of the teaching staff, two rectors and one deputy rector of a private secondary school. Respondents were selected based upon their willingness to participate in this phase. Twenty-five questionnaires were filled online and data was successfully tested for reliability (Nunnally, 1978). A few questions were simplified after the testing exercise and a grid containing 18 statements was converted into individual questions.

Sampling and Data Collection
The population consisted of all secondary schools' educators and rectors of the island of Mauritius whether private or state owned. There were 170 schools providing secondary education. 68 of them were state owned and the remaining 108 were privately owned. The population of educators was 7,218 with 2,862 males and 4,356 females. 1,201 male educators were working in public schools and 1,661 in private schools. 2,036 female educators were working in public schools and 2,320 in private schools. Probability sampling will be implemented through stratified sampling with the first basis ensuring that all four geographical zones are represented and the second basis ensuring all the various types of schools represented (public and private). A confidence interval of 5% is considered acceptable for this study with a confidence level of 95% and a standard deviation of 0.5 and a Z-score of 1.96. Based on the above criteria, the sample size (n) of 379 respondents was calculated using Slovene's formula. The rectors of all schools whether private or public were mailed official requests to firstly fill in the online form themselves and secondly to request their teaching staff to do so. Links to the online form and QR codes were mailed within the requests. It is expected that a response rate of 10 % would largely suffice for the analysis. The final number of respondents selected was 385.

RESULTS, DISCUSSION AND FINDINGS
Elements constituting indiscipline according to respondents
10 variables were assumed to constitute undisciplined behaviours among secondary school students. Test for skewness and kurtosis were also carried out. Lower mean values show higher disruptive features. The following variables were positively skewed: talking in class, absences, inattention,

ignoring instructions and playing with mobile phones. This means that most respondents found these variables to constitute a disruption in their work.

It was decided to retain the following variables for further analysis about student indiscipline: talking in class, inattention and ignoring instructions. Normality tests were carried out using school classification gender-wise on one hand and the 10 variables that were assumed to constitute indiscipline. The Shapiro-Wilk test show $p < 0.05$ at 5% significance for each variable tested (p=0.000).This means that data was not normally distributed in all schools, gender-wise. This statement is true for all variables that constitute indiscipline. Table 1 below show the degree to which respondents were disrupted by the three selected variables.

Table 1. Degree of disruption to respondents from private and public schools for 3 selected variables

	Highly disrupted		Disrupted		Somewhat disrupted		Minor disruption		No disruption	
	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Talking in class	22	0	66	66	110	66	22	22	11	0
Inattention	11	0	121	55	77	66	22	33	0	0
Ignoring instructions	22	0	66	77	121	55	11	22	11	0

Differences in major sources of indiscipline between boys, girls and mix schools

H_0: there are no differences in major sources of indiscipline between boys', girls' and mix-gender secondary schools.H_1: there are differences in major sources of indiscipline between boys', girls' and mix-gender secondary schools.The three variables in table 1 were retained for further analysis. A Kruskal-Wallis test was used to determine whether there exist any differences in indiscipline between the above 3 categories. The results are shown in tables 2 and 3 below.

Table 2. Ranking for indiscipline by school gender

Ranks			
	School Classification by Student Gender	N	Mean Rank
Talking in class	Boys	121	174.00
	Girls	143	235.73
	Mix	121	161.50
	Total	385	
Inattention	Boys	121	228.00
	Girls	143	165.92
	Mix	121	190.00
	Total	385	
Ignoring instructions	Boys	121	223.50
	Girls	143	181.58
	Mix	121	176.00
	Total	385	

Table 3. Test statistics for indiscipline by school gender

Test Statistics[a,b]	Talking in class	Inattention	Ignoring instructions
Chi-Square	39.776	24.136	15.743
df	2	2	2
Asymp. Sig.	.000	.000	.000
Chi-Square	39.776	24.136	15.743
a. Kruskal Wallis Test			
b. Grouping Variable: School Classification by Student Gender			

There were statistically significant differences in talking in class between boys, girls and mix schoolsX^2 (2, N = 385) = 39.78, $p<$ .01, with a mean rank of 174 for boys, 235.73 for girls and 161.5 for mix schools.There were statistically significant differences in inattention between boys, girls and mix schools X^2 (2, N = 385) = 24.14, $p<$ .01, with a mean rank of 228 for boys, 165.92 for girls and 190 for mix schools.There were statistically significant

differences in ignoring instructions between boys, girls and mix schools X^2 (2, N = 385) = 15.74, $p<$ .01, with a mean rank of 223.50 for boys, 181.58 for girls and 176 for mix schools. Based upon the above, there are differences in major sources of indiscipline between boys', girls' and mix-gender secondary schools. Since hypotheses are statistically significant for each case, a post-hoc test was conducted to compare differences between independent groups for each variable. In that case, a Scheffe test was conducted. The results revealed that were significant differences in indiscipline between students in boys, girls and mix schools and that firstly, students in girls' schools were the most talkative. Secondly students in boys' schools were the most inattentive followed by those in mix schools and thirdly, students in boys' schools were those who ignore instructions the most.

Relationship between duration of teacher training and indiscipline

H_0: there is no relationship between student indiscipline and duration of teacher training.
H_1: there is a relationship between student indiscipline and duration of teacher training.

Table 4. Correlation between indiscipline and duration of teacher training

Correlations		N training in years	N talking in class	N Inattention	N Ignoring Instructions
N training in years	Pearson Correlation	1	-.251**	-.075	-.337**
	Sig. (2-tailed)		.000	.140	.000
	N	385	385	385	385
N talking in class	Pearson Correlation	-.251**	1	.300**	.880**
	Sig. (2-tailed)	.000		.000	.000
	N	385	385	385	385
N Inattention	Pearson Correlation	-.075	.300**	1	.367**
	Sig. (2-tailed)	.140	.000		.000
	N	385	385	385	385
N Ignoring Instructions	Pearson Correlation	-.337**	.880**	.367**	1

ons	Sig. (2-tailed)	.000	.000	.000	
	N	385	385	385	385

**. Correlation is significant at the 0.01 level (2-tailed).

From table 4 above, results showed that (i) There was a weak negative relationship between talking in class and training in years; $r(383) = -.251$, $p< .001$ (ii) There was a weak negative relationship between inattention and training in years; $r(383) = -$

.075, $p = .140$ (iii) There was a moderate negative relationship between ignoring instructions and training in years; $r(383) = -.337$, $p< .001$. The results revealed that there was a negative relationship between students' indiscipline and duration of teacher training. The longer teachers were trained, the lesser were students talking in class, being inattentive and ignoring instructions. H_0 is rejected and H_1 is accepted.

Application of transformational leadership in private and public schools

Table 5. Leadership styles in schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Transformational Leadership	308	80.0	80.0	80.0
	Other Leadership styles	77	20.0	20.0	100.0
	Total	385	100.0	100.0	

Table 5 above showed that application of transformational leadership style was higher in all schools (80%) as compared to other leadership styles. The above affirmation needs to be validated. Hypothesis testing using non-parametric Chi-square test for frequencies showed the following results in table 10.

Is transformational leadership being applied in schools?
H_0: Transformational leadership and other leadership styles are equally being applied in schools.
H_1: Transformational leadership and other leadership styles are not equally being applied in schools.

Table 6. Transformational and other leadership styles application in schools

N Par Tests – Chi-Square Test - Frequencies

Which leadership style is applied to your school?

	Observed N	Expected N	Residual
Transformational Leadership	308	192.5	115.5
Other Leadership styles	77	192.5	-115.5
Total	385		

Test Statistics

Which leadership style is applied to your school?

Chi-Square	138.600a	
df	1	
Asymp. Sig.	.000	

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

The observed frequency of 308 is higher than the expected value of 192.5 regarding transformational leadership. On the other hand, the observed value of 77 is much lower than the expected value of 192.5 regarding other leadership styles. The results in table 10 above reveal that there is a highly significant difference in the application of transformational leadership and other leadership styles in schools.X^2 $(1, N = 385) = 138.6$, $p< .001$. Based on tables 5 and 6 above, it can be said that transformational leadership is being applied in a majority of secondary schools in Mauritius.H_0 is rejected and H_1 is accepted.

Leadership style and student indiscipline
H_0: transformational leadership style does not affect students' indiscipline.H_1: transformational leadership style affects students' indiscipline.A Mann-Whitney U test was used to

determine whether there exist any effects of leadership style on indiscipline. Rankings for indiscipline based on leadership style were calculated and are shown in table 7. The test statistics are shown below in table 8.

Table 7. Rankings for indiscipline based on leadership style

Ranks

	Which leadership style is applied to your school?	N	Mean Rank	Sum of Ranks
Talking in class	Transformational Leadership	308	208.13	64102.50
	Other Leadership styles	77	132.50	10202.50
	Total	385		
Inattention	Transformational Leadership	308	190.05	58536.50
	Other Leadership styles	77	204.79	15768.50
	Total	385		
Ignoring instructions	Transformational Leadership	308	197.91	60956.50
	Other Leadership styles	77	173.36	13348.50
	Total	385		

Table 8. Test statistics for indiscipline based on leadership style

Test Statistics[a]

	Talking in class	Inattention	Ignoring instructions
Mann-Whitney U	7199.500	10950.500	10345.500
Wilcoxon W	10202.500	58536.500	13348.500
Z	-5.743	-1.127	-1.876
Asymp. Sig. (2-tailed)	.000	.260	.006

a. Grouping Variable: Which leadership style is applied to your school?

The tables 7 and 8 above revealed the following: (i) the mean rank of 208.13 for transformational leadership was higher than that of other leadership styles of 132.50 regarding talking in class. There was a statistically significant difference between leadership style and students talking in class; $U(308,77) = 7199.5$, $z = -5.74$, $p < .001$. (ii) the mean rank of 190.05 for transformational leadership was lower than that of other leadership styles of 204.79 regarding inattention. There was no statistically significant difference between leadership style and

students inattention; $U(308,77) = 10950.5$, $z = -1.13$, $p = .260$. (iii) the mean rank of 197.91 for transformational leadership was higher than that of other leadership styles of 173.36 regarding ignoring instructions.There was a statistically significant difference between leadership style and students ignoring instructions; $U(308,77) = 10345.5$, $z = -1.88$, $p = .006$. The results showed that transformational leadership significantly impacts upon students' discipline as it significantly affects students talking in class and ignoring instructions. Since at least two of the three variables were statistically significant, H_0 is rejected and H_1 is accepted. However, transformational leadership does not significantly affect students' inattention.This view is supported by (Jamal, 2014). Although this looks like a fact, further research is required to determine the framework within which transformational leadership is applied. This view is supported by (Hargreaves, 2012) who states that there is the need to strengthen transformational leadership in the school system in order to achieve a real transformation and that school leaders are key to the process.

Differences in effective mitigation strategies on students of both genders of secondary schools
H_0: there are no differences in mitigation strategies between boys, girls and mix schools.H_1: there are differences in mitigation strategies between boys, girls and mix schools.Six variables that were assumed to constitute measures to mitigate (mitigation strategies) the undisciplined behaviours among secondary school students were selected. These were: networking with other schools; coursework and hands-on activities for students; better school climate; counselling students; restorative justice and zero-tolerance policies.Test for skewness and kurtosis were carried out. All the variables were positively skewed. The following three most positively skewed variables were retained for further analysis with respect to mitigation strategies towards students' indiscipline: networking with other schools, better school climate and restorative justice.A Kruskal-Wallis test was used to determine whether there exist any differences in indiscipline between boys, girls and mix schools i.e. gender-wise. The rankings and test statistics are shown below in tables 9 and 10 respectively.

Table 9. Rankings for mitigation strategies for schools - gender-wise
Ranks

	School Classification by Student Gender	N	Mean Rank
Networking with other schools	Boys	121	195.50
	Girls	143	204.00
	Mix	121	177.50
	Total	385	
Better school climate	Boys	121	195.00
	Girls	143	198.92
	Mix	121	184.00
	Total	385	
Empowering students through restorative justice	Boys	121	149.50
	Girls	143	198.50
	Mix	121	230.00
	Total	385	

Table 10. Test statistics for mitigation strategies for schools gender-wise
Test Statistics[a,b]

	Networking with other schools	Better school climate	Empowering students through restorative justice
Chi-Square	4.624	1.803	39.647
df	2	2	2
Asymp. Sig.	.009	.406	.000

a. Kruskal Wallis Test

b. Grouping Variable: School Classification by Student Gender

Table 9 show that the mean rank of 121 for boys' schools and mix gender schools were equal but lower than that of girls which was 143. These ranks were similar for all three variables i.e. networking with other schools, better school climate and empowering students through restorative justice. Table 10 show the following results: (i) there were statistically significant differences in networking with other schools as a mitigation strategy between boys, girls and mix schools; $X^2 (2, N = 385) = 4.62$, $p = .009$. (ii) there were no statistically significant differences in better school climate as a mitigation strategy between boys, girls and mix schools; $X^2 (2, N = 385) = 1.80$, $p = .406$. (iii) There were statistically significant differences in empowering students through restorative justice as a mitigation strategy between boys, girls and mix schools $X^2 (2, N = 385) = 39.65$, $p < .001$. The results revealed that there were significant differences in mitigation strategies between boys, girls and mix schools and that networking and restorative justice were more significant strategies than better school climate. Since at least two of the three variables were statistically significant, H_0 is rejected and H_1 is accepted.

Findings
The main elements constituting indiscipline in class were talking in class, inattention and ignoring instructions.There were significant differences in major sources of indiscipline between boys, girls and mix schools.There was a significant negative relationship between indisciplineand duration of teacher training as there were weak negative correlations between (i) talking in class and duration of teacher training and (ii) student inattention and duration of teacher training. But there was a moderate negative correlation between students ignoring instructionsand duration of teacher training.Transformational leadership was significantly being applied in the majority of schools.Transformational leadership significantly affected students' discipline as it significantly affected students talking in class and ignoring instructions but it did not significantly affect students' inattention.There were significant differences in mitigation strategies between boys', girls' and mix-gender schools with respect to networking with other schools and empowering students through restorative justice but there were no significant differences in better school climate as a mitigation strategy between boys', girls' and mix-gender schools.

CONCLUSIONS AND RECOMMENDATIONS
The following three factors were most influential in this study: talking in class, inattention and ignoring instructions. These indiscipline factors affected both educators and rectors. As most respondents believed that transformational leadership was being applied in their schools and that educators trusted their school leaders, the latter should capitalise on this fact to carry out a full-scale school transformation. Transformational leadership was shown to significantly impact upon students' discipline as it

significantly affected students talking in class and ignoring instructions. This study confirms this statement as networking with other schools is a significant strategy to mitigate student indiscipline.Schools cannot function alone and they need to network with other schools and other stakeholders in order to provide the right solutions and the appropriate educational services to their customers.In this era of modernity, leaders need to consider the use of information and communication technology as a tool to enhance student interaction with their teachers, their schools, their communities and to the whole world.Furthermore, empowering students through restorative justice needs to be implemented as it can significantly mitigate the problem of student indiscipline. It makes them feel more useful and help them develop their self-esteem thereby developing their sense of responsibility.

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