The School – Child – Family linkage and its impact on students' behavior at school and on their relationship to knowledge: Case study of Tyna Secondary School in Sfax, Tunisia.

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Abstract

This research paper aims at establishing a causative relationship between child – family – school linkage and students' behavior at school as well as their relationship to knowledge. In this paper, we tried to examine the reality of the impact of this mesosystem on shaping Tyna secondary School students' behavior at school as well as their relationship to knowledge. To come with fruitful findings, we resorted to the mixed methodological approach using at the same time the open – ended questionnaire, the semi – structured interviews and the participant observation as techniques of data collection. This research strategy aimed at investigating the direct impact of the child- family – school linkage on students' behavior at school. Then we also studied the impact of this variable on students' relationship to knowledge. Complex as it were, this research directed us to use two different concepts of two different theories. The first one was that of Urie Bronfenbrenner's ecology systems theory and the

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second one was that of Bernard Charlot's theory on students' relationship to knowledge. Two different theories and concepts shaped our methodology of research. In fact, Urie Bronfenbrenner's ecology systems and more precisely the child – family – school linkage mesosystem stood as a vital variable that tremendously affected students' behavior at school which by consequence affected Tyna Secondary School students' relationship to knowledge. As a result, we may confirm that the more the child – family – school linkage is stronger the more students behave well at school and the more this linkage is weaker, students misbehave at school. On the other hand, students' relationship to knowledge varied in degree of positiveness due to the strength or the weakness of the child – family – school linkage.

1.0 Introduction

The trio student, family and school represent a major component of any educational system. In fact, their interdependence and linkage contribute to shaping a particular relationship that leads to a successful or a failure student's job. In Tunisia and more precisely in Tyna secondary school, students have developed different kinds of behavior and distinguished relationship to knowledge. Students, there, comes to school interiorizing their families' attitudes towards education and then under the influence of the school's codes and under the impact of their peer groups, construct their specific behavior and their own relationship to knowledge.

Many sociological and educational theorists elaborated different theories about such issue. In this research paper, we will take both the Urie Bronfenbrenner's bioecology mesosystems theory (The child – family – school linkage and the child – peer linkage) and Bernard Charlot's' theory on students' relationship to knowledge as theoretical support for our analysis. But, to conduct

such a research, we should first highlight our methodological approach. To collect as much fruitful data as we can. We will resort to the mixed approach. The quantitative approach together with the qualitative one will help us tackle the topic under scrutiny from different perspectives. The open – ended questionnaire will help us collect quantitative data about the impact of some mesosystems on students' behavior at school as well as their relationship to knowledge. We will also resort to some qualitative techniques such as the semi – directive interview, the participant observation and the focus group interviews to collect qualitative data about the way child – family – school linkage and the child – peer linkage contribute to shaping students' behavior at school and their relationship to knowledge.

2.0 Research question

The student's environment represents a vital factor that shapes his or her attitudes and behavior at school. Macrosystems (economy, culture and religion), for instance, may push students to develop particular codes of behavior and to develop particular relationship to knowledge. Microsystems (Family, peer group, media and school) also have a considerable impact on shaping students' personalities and their ways of perceiving things. Mesosystems, too, manifested in the duo the child – family school linkage and the child – peer linkage contribute massively to determining the student's behavior at school and to his or her relationship to knowledge. These two systems will be the essential elements that will orient our investigation towards a deep analysis of their impact on students.

Our research question will investigate on the way the student – family – school interdependence and the student – peer linkage shape their behavior at school as well as their relationship to knowledge.

Thus, how does the child – family – school interdependence shape students' behavior at school and their relationship to knowledge? Then, to what

extent could the peer – group linkage influence on their behavior at school and on their relationship to knowledge?

3.0 Hypotheses

3.1 General hypothesis

Mesosystems have a direct impact on shaping students' behavior at school and their relationship to knowledge.

3.2 Operational hypotheses

1- The more the student – family – school linkage is stronger the better the student behaves at school.

2- The more the student – family linkage is stronger the better the student develops a positive relationship to knowledge.

3- The more the student – peer linkage influence is greater the worse the student behaves at school

4- The more the student – peer linkage influence is greater the more the student develops a negative relationship to knowledge.

4.0 Theoretical background

4.1 Urie Bronfenbrenner's bioecology systems theory

A Russian American psychologist, Urie Bronfenbrenner developed a widely known theoretical framework model which is the bioecological model. In this context Bronfenbrenner states "Child development takes place through processes of progressively more complex interaction between an active child and the persons, objects, and symbols in its immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended period of time." (Bronfenbrenner, 1998, p. 996). Thus, the student since childhood, starts developing attitudes and interrelationships with holistic factors manifested in macrosystems (economy, religion and culture), microsystems (family, school, peer group and media) and mesosystems (student – family –

school linkage and student – peer linkage). These holistic factors contribute massively to shaping the child's personality as well as his or her behavior and own representation of things, people and symbols. As far as the student behavior at school and his relationship to knowledge, will never get off the influence of these factors.

4.2 Bernard Charlot's theory on students' relationship to knowledge

From a sociological viewpoint, the relationship to knowledge "has meaning and value in reference to the relationships that it presupposes and that it produces with the world, oneself and others" (Charlot, 1997, p 74). From this perspective, the relationship to knowledge refers to rapports with the world and with the individual's learning – centered action. (Pouliot et all, 2010, p 6). In fact, the world is not given but it is constructed by human beings.

The following table describes the three dimensions of the notion of the relationship to knowledge from a sociological perspective:

Dimension	Definition
1. Epistemic (relationship to the world and to learning)	Refers to the learning subject's appropriation of representations of the world and of knowledges conveyed at school and generally enshrined in empirical objects (e.g., curricula and textbooks).
2. Identity related (relationship to oneself)	Refers to the individual's history, expectations, goals, values and representations, practices, manner of viewing life and to his/her relationships with others, self-image and the image he/she would like to project. Concerns the relationship of meaning that is established between the individual and knowledge
3. Social (relationship	Closely bound up with the identity-related dimension: learning

to others)	occurs through interaction with others.

Table 1: the three dimensions of the notion of the relationship to knowledge from a sociological perspective

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4.3 Key concepts

4.3.1 Mesosystems

The Mesosystem (meso meaning intermediate) consists of linkages and interrelationships between two or more of a developing person's Microsystems, such as the family and the school, or the family and the peer group. The concept of linkages was introduced by Guglielmo Marconi, inventor of the wireless telegraph and winner of Nobel Prize of the 1909 in physics. Today, social scientists apply the idea to personal linkages.

The impact of mesosystems on the child depends on the number and quality of interrelationships. Bronfenbrenner (1979) uses the example of the child who goes to school alone on the first day. This means that there is only a single link between home and school – the child. Where there is little linkage between home and school "in terms of values, experiences, objects, and behavioral style". (Berns,2010, p 20)

4.3.2 School – family – child linkage

Socialization of the child begins in the family; the school extends the process by formal education. The outcome of this joint effort depends to a considerable extent on the relationship between family and school. (Berns, p 218)
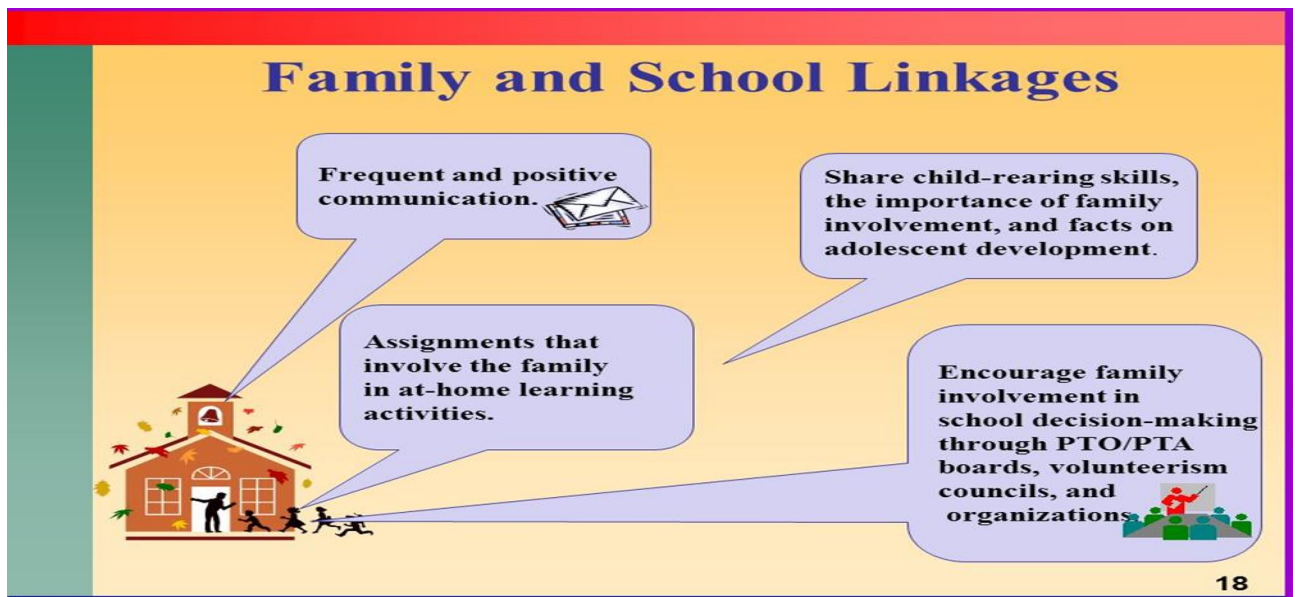
Figure 1: Child – Family – School linkages

4.3.3 Child – peer linkage

The peer group is a microsystem with dynamic roles and relationships affecting its participants. Unlike the microsystems of the family and school, the peer group is generally unencumbered by adult guidance. The peer group uses informal social mechanisms to develop norms, statuses, alliances, consequences, and feelings about self. (Thomson, 2002)

4.3.4 Students' behavior at school

What kinds of student behaviors do instructors perceive as most negatively affecting the teaching and learning process?

At school and more precisely inside the classroom, teachers in Tyna secondary school agreed on three categories of irritating behavior: (1) immature behaviors such as talking during lectures, chewing gum, eating or drinking noisily, being late, and creating disturbances; (2) inattentive behaviors such as sleeping during class, cutting class, acting bored or apathetic, not paying attention, being unprepared, packing books and materials before class is over; and (3) miscellaneous behaviors such as cheating, asking "Will it be on the test?" and expressing more interest in grades than in learning.

5.0 Methodology

Investigation on the impact of mesosystems on shaping students' behavior and their relationship to knowledge required a mixed methodological approach in order to collect as much suitable data as we can. The quantitative method helps gather statistical data that enable us measure the degree of the influence of school – child – family linkage and the child – peer linkage on shaping students' behavior at school and on their relationship to knowledge. The qualitative method as well enables us comprehend and interpret students' responses and the school staff's reactions to the questions of the semi – structured interviews.

6.0 Research instruments and samples

6.1 The open – ended questionnaire

We will distribute an open – ended questionnaire to a representative sample of students. We will take 50 students (16 % of the target population which is 303 students in Tyna Secondary School) as a representative sample.

Classes	Samples
1st form	22
2nd year sciences	10
2nd year Arts	9
2nd year economy and services	9
Total	50
Percentage	16%

6.2 The semi – structured interviews

We designed a semi – structured interview in which we tried to examine the relationship between the school – student – family linkage and the student – peer linkage and students' behavior as well as their relationship to knowledge. We will target a sample of students who have shown misbehavior at school and were subject to school punishment.

Type of misbehavior	Males	Females
Violence	2	1
Cheating	2	2
Disruptive behavior	2	2

7.0 The participant observation

Being a teacher at Tyna secondary school, helped us observe and interpret students' actions at school and inside the classroom. It also enabled us understand the particular mechanism of the school – child – family linkage and the student – peer linkage.

7.1 The observation grid

Observations	Description	Meaning
1. Students' reluctance to get into classes		
2. Students 'behavior during exams		
3. Peers corporism		

8.0 Results

8.1 The school – student – family linkage and its impact on students' behavior at school.

In this part of our research, we will check the validity of the following hypothesis: The more the student – family – school linkage is stronger the better the student behaves at school.

The open – ended questionnaire, the semi – structured interviews and the participant observation instruments resulted in the following findings:

To start with, let' examine the following statistic data gathered from the open – ended questionnaire:

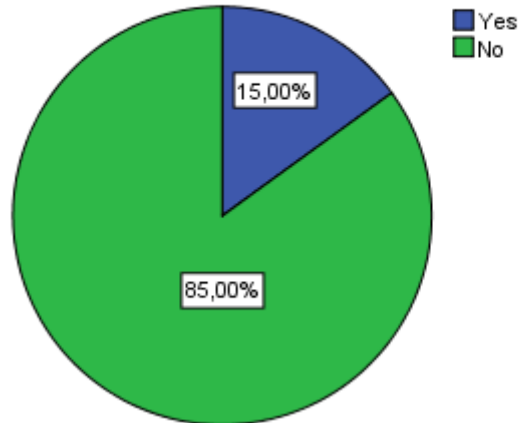**Do your parents visit school to ask about your behaviour and results**

Yes
No

15,00%

85,00%

Chart 1: Frequency of parents' visits to school

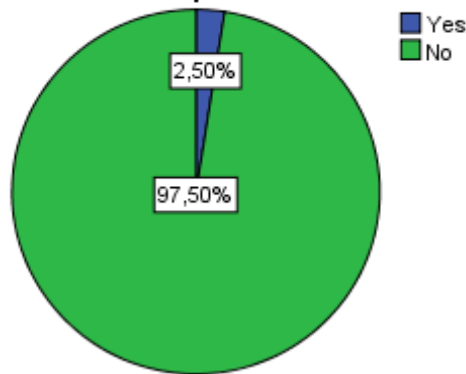**Does your school organize meetings between staff and parents?**

Yes
No

2,50%

97,50%

Chart 2: Frequency of meetings between staff and parents

How do you see your parents' relationship to your education

not following
sometimes following
always following
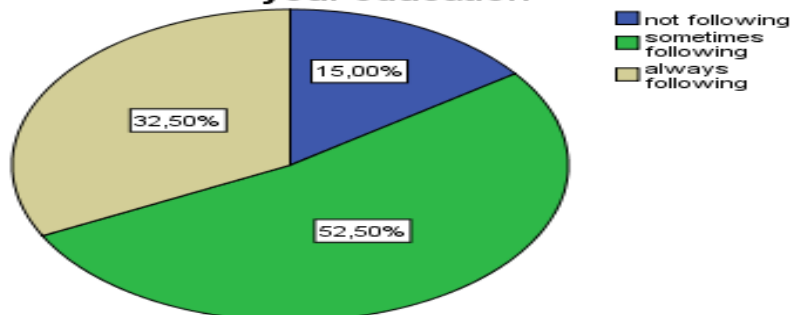
15,00%

32,50%

52,50%

Chart 3: Frequency of parents' relationship to their kids' education

The statistics shown above clearly reveal a total absence of parents' visits to school to ask about their kids' behavior and results. In fact, just 15% of the sample answered "Yes" that their parents visit school to check their children's conduct at school. Moreover, we notice a total absence of meetings between staff and parents at school. 97% of the sample answered "No" that their parents never met the school staff to ask about their behavior and their results at school.
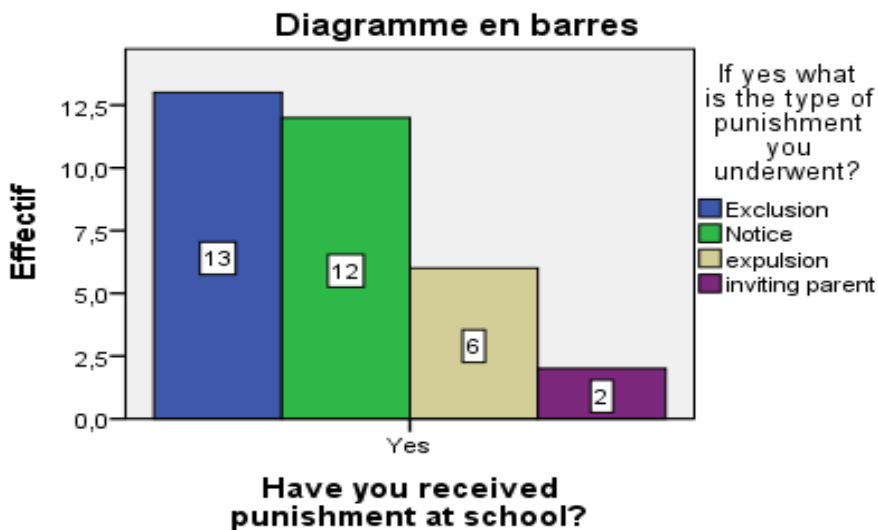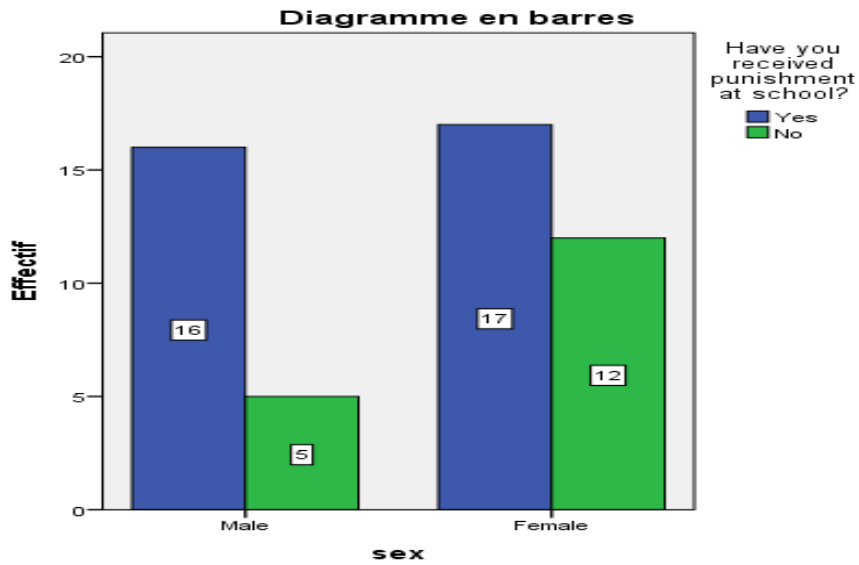
At home, as well, parents' relationship to their kids' education seems weak. 67% of the sample don't follow or sometimes follow their kids' education at home and just sample of 33% of the sample always follow their kids' studies at home.

These statistics prove that there is a total resignation from the part of parents in supervising their kids at home as well as at school. We also notice a total absence of the school's role as a medium between staff and parents.

In addition to the quantitative data mentioned above, we will support our analysis with some qualitative data resulted from a semi- structured interview with students at school.

Omaima said "My parents never visit school but they are obliged to do so in case I have a problem". She added "My mother lets me assume my responsibility but my father never asks about my studies".
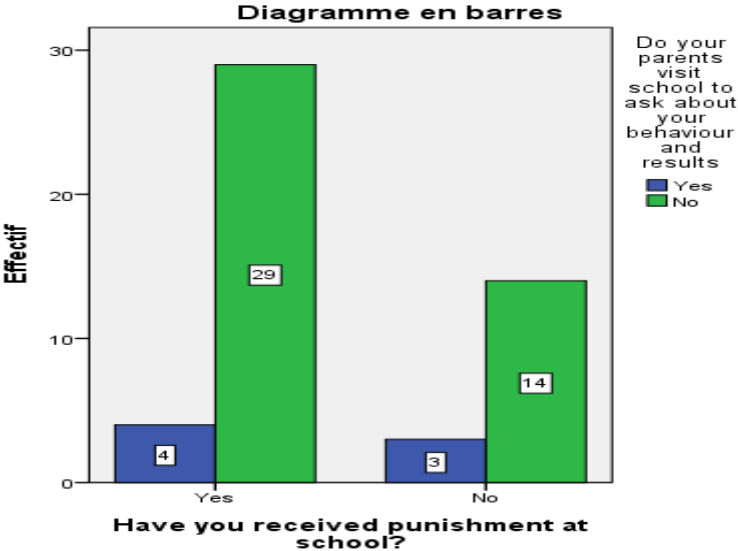
The data described above displayed causative factors that negatively shaped students' behavior at school. In fact, the following charts will show the rate of students' punishment at school as well as the type of punishment because of disruptive behavior.

Diagramme en barres

Diagramme en barres

The charts inserted above clearly show that students in Tyna Secondary School, males (16) and females (17), which represents a total of 66% of the whole sample have received a punishment at school due to disruptive behavior. These punishments targeted students who misbehaved in class. In fact, 50% of the total sample underwent punishment manifested in Exclusion and Notice.
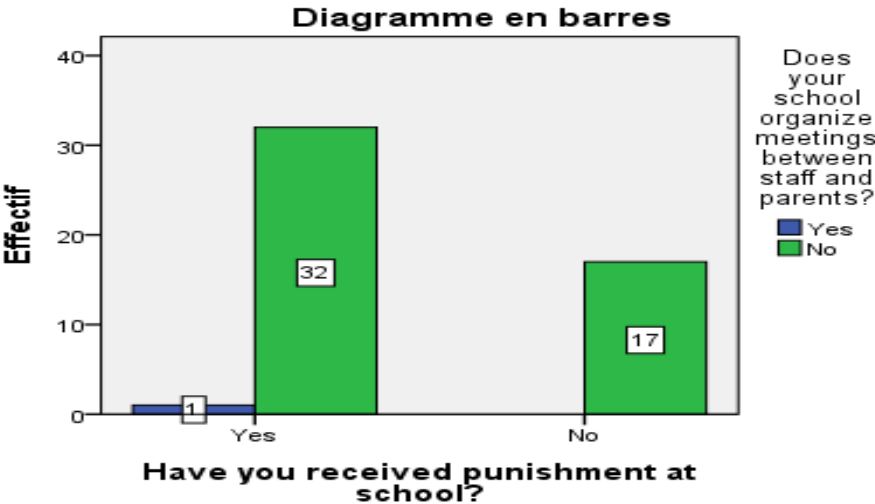
Thus, it is obvious that the lack of parents' supervision and control of their kids resulted in a negative students' behavior at school. Moreover, school as a medium between parents and staff resigned to play the adequate role to help find solutions to minimize students' misbehavior at school.

The following chart describes well the relationship between parents' supervision of their kids and the rate of students' who received punishment at school.

Diagramme en barres

According to the chart inserted above, we observe that the less parents supervise their kids at school the more students misbehave at school.

This second chart, too, describes the relationship between school duty as an organizer of meetings between parents and staff and the rate of students who received punishment at school.
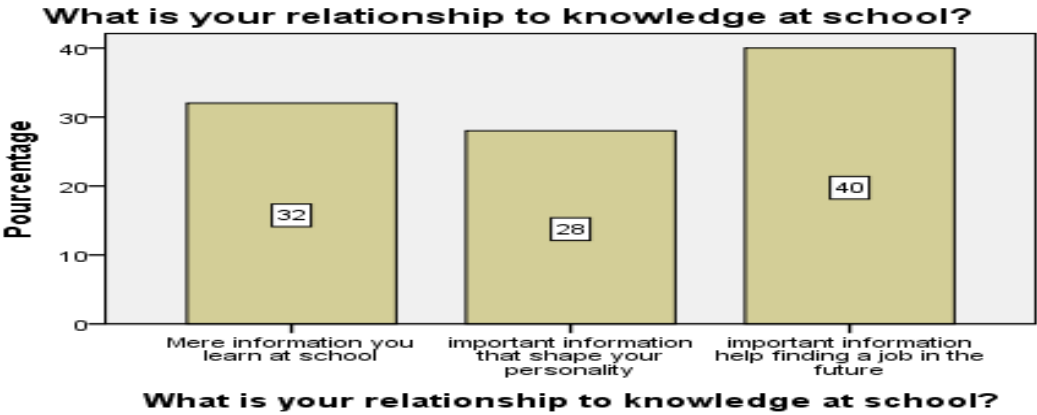

Diagramme en barres

The charts inserted above, clearly reveal a significant relationship between the school and parents lack of supervision and students' punishment at school.

To conclude, we can confirm that the less school – student – family linkage is stronger the more students misbehave at school. Thus, our first hypothesis is validated.

8.2 The impact of the school – student – family linkage on students' relationship to knowledge.

In this part of the research, we will check the validity of the following hypothesis "The more the student – family linkage is stronger the better the student develops a positive relationship to knowledge."
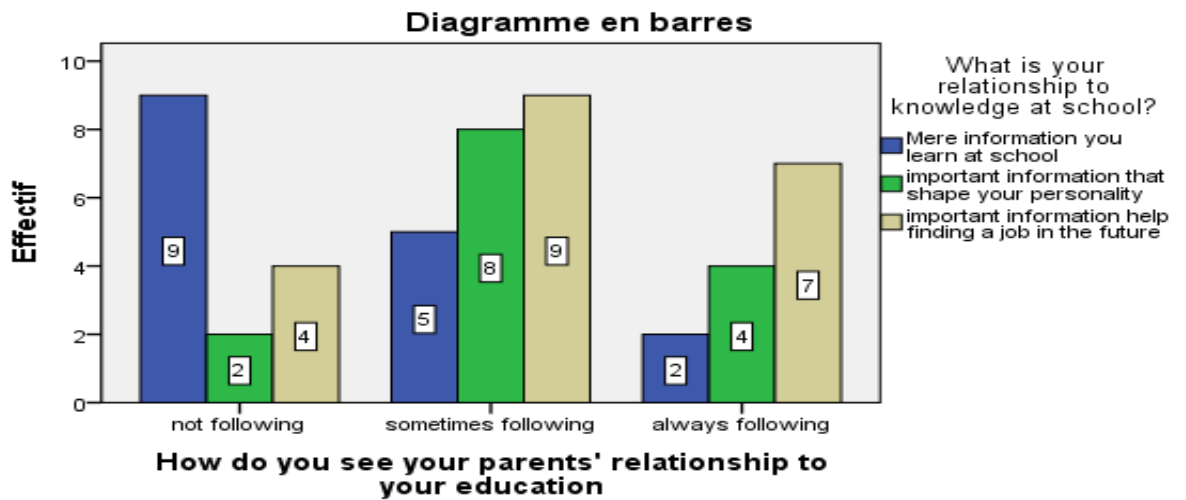
To measure the students' relationship to knowledge, we asked a multiple-choice question and it resulted in the following findings:

What is your relationship to knowledge at school?

The chart inserted above shows that a considerable rate of students (40%) perceive knowledge as a medium that helps finding jobs in the future. We also notice that just 28% of the sample perceive knowledge as important information that shape students' personalities. These data enable us have an overall idea about the way students represent knowledge. This relationship to knowledge is the outcome of different factors.
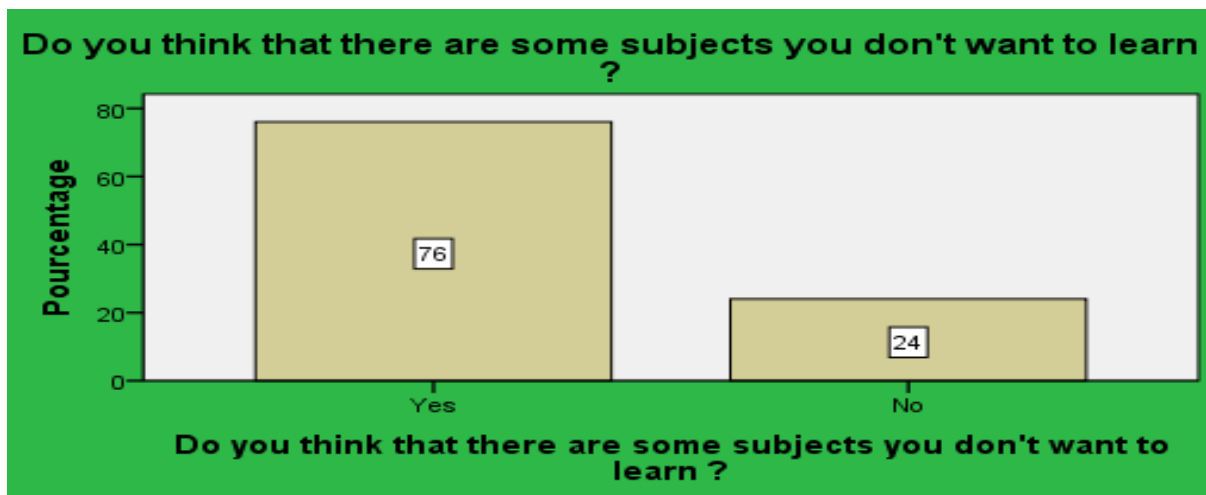
To start with, let's consider the impact of the student – family linkage on shaping students' relationship to knowledge manifested in the students' parents

relationship to their education. The following charts and tables will describe such kind of linkage impact on students' perception of knowledge.

The chart inserted above describes well the impact of parents' relationship to education and the students' relationship to knowledge. We observe that the more parents follow their kids' education the more students' relationship to knowledge varies. In fact, the students, whose parents never follow their kids' education, perceive knowledge as mere information they learn at school. Then, the students whose parents follow their kids' education perceive knowledge as important information that help them find jobs in the future.

We will also go further to examine the students' relationship to the subjects they learn at school. The following chart will display the frequencies of students who don't like to study some subjects.

The frequencies displayed above clearly show that a considerable rate of the sample (76%) don't like to study some subjects. The following chart will show the rate of subjects that students don't like to study.

If yes what are these subjects?

Legend:
- English
- French
- History
- History/Geography
- Maths
- Maths/Physics
- Physics
- Sport

- 26,00%
- 2,00%
- 2,00%
- 2,00%
- 28,00%
- 12,00%
- 18,00%
- 2,00%
- 6,00%

The statistics mentioned above give us significant information about the subjects that students don't like to learn at school. 28% of the sample dislikes Maths, 18% of the sample dislikes French and 12% of the sample dislikes English.

These rates prove that students in Tyna secondary school show disinterest towards scientific subjects and towards languages.

Moreover, there are other significant variables that contribute massively in shaping students' relationship to knowledge.

Crosstabs: Have you received punishment at school? * What is your relationship to knowledge at school?

Effectif

		What is your relationship to knowledge at school?			Total
		Mere information you learn at school	important information that shape your personality	important information help finding a job in the future	
Have you received punishment at school?	Yes	15	7	11	33
	No	1	7	9	17
Total		16	14	20	50

Chi – square tests

	Value	ddl	Asymptotic signification Side – by – side
Chi- square of Pearson	8,166[a]	2	,017
LIkelihood ratio	9,689	2	,008
Side – by – side linear	5,397	1	,020
Valid cases valides	50		

The tables above show a significant relationship between students' punishment at school and their relationship to knowledge. The Chi – square of Pearson test (0.017) proves that punishment at school has a significant impact on students' relationship to knowledge.

Moreover, let's examine the impact of students' relationship to school and their relationship to knowledge.

Chi – square tests

	Value	ddl	Asymtotic significance Side – by – side linear
Chi – square of Pearson	$11,021^a$	2	,004
Likelihood ratio	11,798	2	,003
Side – by side linear	3,955	1	,047
Valid cases	50		

The chart and the table inserted above clearly show that students' life at school variable has a significant impact on students' relationship to knowledge. The students who think that school never provides comfort and the suitable factors of success perceive knowledge as mere information that they learn at school. Then, the students who think that school provides comfort and the suitable factors of success think that knowledge equally enables them shape their personalities and helps them find jobs in the future. Moreover, the Chi – square of Pearson test (0.04) manifests a significant relationship between the school's environment and students' relationship to knowledge.

To conclude, we can confirm that the hypothesis claiming that there is a significant relationship between the school – Student – family linkage and their relationship to knowledge is validated.

8.3 The impact of the student – peer linkage on students' behavior at school

In this chapter, we will shed light on the way peer groups affect students' behavior at school. We will also check the validity of the following hypothesis "The more the student – peer linkage influence is greater the worse the student behaves at school"

Nobody can deny the considerable impact of peers on students at school. However, this influence may be positive or negative depending on the degree of

the peer impact on the student and depending on the personal character of each kid.

The following statistic data will give us an overall idea about the way the student – peer linkage negatively or positively affect students' behavior at school.

Diagramme en barres

Do peer groups influence on your behavior at school?
■ Yes
■ No

Chi-square tests

	Value	Ddl	Asymptotic Signification Side -by -side
Chi-square of Pearson	8,365[a]	1	,004
Likelihood - Ratio	8,675	1	,003
Side -by- side association	8,197	1	,004
Valid cases	50		

The data inserted above clearly show that there is a significant relationship between the influence of peer groups on students' behavior at school. In fact, the chart above describes a significant relationship between the

number of students who answered "Yes" that their peers influence on them (22) and the number of students who received punishment at school (22). Then, the impact of peers is lower on students who answered "No" that there is no influence from the part of peers on their behavior at school. Moreover, the chi-square test (0.004) proves that there is a significant relationship between peer groups and students' behavior at school.

Alongside these quantitative data, the following qualitative data will help us develop a deep knowledge about the impact of peers on students' behavior at school.

To respond to a question about the way peers influence students' behavior at school, we received the following responses:

Slimen: "My peers encourage me to escape the classroom"

Saif: "I spend the whole day with my peers. Some of them encourage me to study and work hard. However, the majority have negative impact on me"

Omaima: "Yes, peers have a negative impact on my behavior and they make me react aggressively. They don't like the best for me and they say to me those who studied hard have failed to find jobs"

According to some students' answers mentioned above, we can confirm that peers have a significant negative impact on students' behavior at school.

8.4 The impact of child – peer linkage on students' relationship to knowledge

Students' relationship to knowledge may be the outcome of their peers' influence.

In this part of the research, we will investigate on the way the child – peer linkage shapes students' relationship to knowledge.
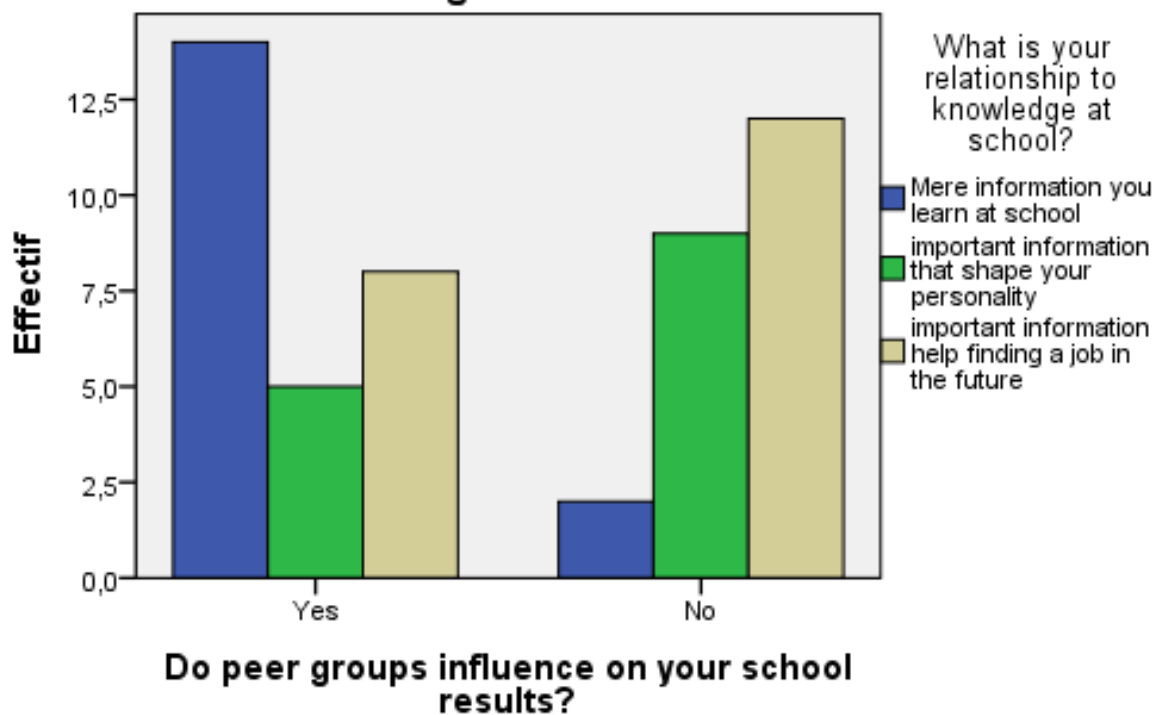
The following SPSS statistics will help us understand the relationship between the child – peer linkage and students' relationship to knowledge.

Crosstabs: Do peer groups influence on your school results? * What is your relationship to knowledge at school?

Frequencies

	What is your relationship to knowledge at school?			Total
	Mere information you learn at school	important information that shape your personality	important information help finding a job in the future	
Do peer groups influence on your school results? Yes	14	5	8	27
No	2	9	12	23
Total	16	14	20	50

Diagramme en barres

The statistics inserted above prove that the child – peer linkage shapes students' relationship to knowledge. In fact, the chart above clearly shows that the more the peers influence is greater on students' results, students perceive knowledge as mere information they learn at school. But students who answered "No" that peer groups don't influence on their school results perceive knowledge as important information that help them find jobs in the future.

Moreover, the student – peer linkage affected students' relationship to school. The following tables will describe this kind of relationships

Crosstabs: Do peer groups influence on your behavior at school? * What is your relationship to school?

Frequencies

| | | What is your relationship to school? | | | Total |
		A setting of education	A setting in which you meet your friends	A refuge to escape the routine of house.	
Do peer groups influence on your behavior at school?	Yes	3	14	9	26
	No	14	5	5	24
Total		17	19	14	50

Chi-square tests

	Value	ddl	Asymptotic signification (side – by-side)
Chi-square of Pearson	12,464[a]	2	,002
Likelihood Ratio	13,241	2	,001
Side – by side association	7,281	1	,007
Valid cases	50		

The SPSS statistics inserted above clearly describe a strong dependence between the two variables. In fact, the Chi-square test (0.02) show that there is a significant relationship between the influence of the student – peer linkage and students' relationship to school.

Thus, we can confirm that there is a significant relationship between the independent variable "The child – peer linkage" and the dependent variable "Students' relationship to knowledge".

To support the quantitative data mentioned above, we will use a qualitative instrument which is the observation grid in order to validate the hypothesis mentioned earlier in this chapter.

Observations	Label	Meaning
1. Students reluctance to get into class	Students usually show reluctance to get into classes especially after breaks. They gather together and deliberately try to waste time and minimize the span of time they spend in some disciplines' classes. Teachers usually get into classrooms before students and wait till they line up.	Students in the presence of peers enjoy chatting and making fun because they find classes boring. **The student – peer linkage** is much stronger than **the student – knowledge linkage.** Peer groups became a **group reference** that every student try to get into and feels secure inside it.
2. Students' behavior during exams	During exams, we notice a student – peers' cooperation even in collaborating in cheating. Low achievers and high achievers collude with each other to help get good marks even via cheating.	Students found **shelter** and **security** in peer groups and soon established a sense of **belonging**. This **take – and – give protection** process enables peers to **resist** any **threat** inside or outside school.
3. Peers' corporism	Students never tell on their peers' misbehavior. Students try to protect their peers and never say the truth concerning peers' violation of the school law.	inside or outside school. They have their private life and even in case of breaking the school rules students try to **legitimize** such behavior.

To conclude, we can say that the student – peer linkage represents a safer refuge from the authoritarian society. That's why, students developed a secure self – defense manifested in peer groups. However, the student – peer linkage negatively affected students' relationship to knowledge and to school which became a mere setting in which students meet peers or a mere refuge to escape the routine of the house.

Thus, we the hypothesis claiming that the more the student – peer influence is stronger the more students develop negative relationship to knowledge is validated.

9.0 Discussion of findings

In this part of the research, we will examine the correlation between hypotheses, the theoretical background and the results.

In fact, we started our research paper with introducing the different hypotheses that would be nullified or validated. These hypotheses were inspired mainly from two different theories. The first one is that of Urie Bronfenbrenner's bioecological systems. The second one is that of Bernard Charlot's theory on relationship to knowledge.

The first hypothesis claiming that the more the school – student – family linkage is weaker the worse students behave at school is validated. In fact, Urie Bronfenbrenner emphasizes the impact of some mesosystems on shaping students' behavior and attitudes at school. This strong influence of the environment (school, family and peers in our case) has a negative impact on students' behavior at school. Many variables contributed to this reality. Parents' absenteeism in controlling their kids' behavior and performance at school is one of the different pushing factors that led to negative students' behaviors at school. Then, Tyna secondary school itself failed to play its vital role as a medium that organizes meetings between parents and the school staff in order to discuss students' life at school and the reasons behind their disruptive behavior. Moreover, though some parents' efforts to rescue their kids and push them to

behave well at school, peers group intervene to nullify the power of the family over students and introduces itself as a welcoming substitutional system. In fact, the student – peer linkage became more powerful and shifted students' interest from education towards another joyful and funny collective life.

As far as students' relationship to knowledge is concerned, we validated two hypotheses. The first one confirmed a significant relationship between the school – student – family linkage and students' relationship to knowledge. In fact, Bernard Charlot' theory on students' relationship to knowledge presented three dimensions of students' relationship to knowledge.

The epistemic (the relationship to the world) dimension manifested in students' relationship to the curriculum, to school and to textbooks have a significant relationship with students' relationship to knowledge. In fact, this dimension negatively shaped students' rapport to knowledge because of the school and the families' failure in maintaining a strong students' attach to school and to knowledge.

The identity related (relationship to oneself) dimension couldn't appear as a significant variable in our case because students in Tyna Secondary School, males or females, coming from privileged socio-economic background or coming from humble socio-economic background think that education no longer represents an efficient medium that helps them guarantee jobs in the future. This reality is the outcome of a very influential variable which is the student – peer linkage. This linkage led to a total negative impact on students' relationship to knowledge and this is also the outcome of what Bernard Charlot called the social dimension (relationship to others). Students developed new strategies oriented towards peer groups disregarding their attach to their parents and to the school staff. Then, students' feeling of protection and security inside the peers group created a new sympathy and a strong attach to the peers group that became the reference group to the majority of students and then their impact on their relationship to knowledge will be stronger and more influential.

Conclusion

This research paper managed to come up with significant findings related to the impact of some mesosystems on students' behavior at school as well as their relationship to knowledge. In fact, the mixed research methodology followed resulted in fruitful quantitative and qualitative data. These data helped us measure the relationship between the two independent variables which are the School – Student – Family linkage and the Student – Peer linkage and one variable which is the students' behavior at school as well as their relationship to knowledge. Second, this investigation confirmed the two following hypotheses:

The less the school – student – child linkage is influential the more students develop negative behavior at school and negative relationship to knowledge. Then, the more the student – peer influence is stronger the more students misbehave at school and the more they shape negative relationship to knowledge.

However, this research paper wasn't as perfect as we expected due to the following shortcomings:

First, students showed reluctance in answering the questionnaire as I distributed 100 papers but we just received 50. Second, because of the short span of time we couldn't manage to interview parents and investigate on their representation of education. Then, this research paper findings might not be generalized as it focused on one case study which is Tyna Secondary School .

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