

**SCHOOL MANAGEMENT AND ITS EFFECTS ON DISCIPLINE
IN SECONDARY SCHOOLS:
A CASE STUDY OF DODOMA REGION**

By

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of Master of Arts (Education) of the University of Dodoma

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled: *School Management and its Effects on Discipline in Secondary Schools: A Case Study of Dodoma Region*, in partial fulfillment of the requirements for the Degree of Master of Arts in Education (MA ED) of the University of Dodoma.

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DEDICATION

This dissertation is dedicated to my father, Zawadiel Chuku Mpokera, and to my mother, Yulia Safiel Kabora, for their love and assistance during my education pursuit. Their moral support highly motivated me and I am indebted to them for encouragement and material support towards achieving this academic development.

ABSTRACT

This study aimed at investigating school management and its effects on discipline in secondary schools. The study was conducted under three research objectives: to find out the extent to which the school management may play a role in maintaining discipline, to investigate the extent to which school rules and regulations affect the discipline of students and to examine how indiscipline affects performance of both teachers and students. This study based on the human relation theory developed by Douglas Mc Gregory on theory X and theory Y.

The study was conducted in Dodoma region in two districts: Dodoma Municipality and Chamwino. It involved 7 secondary schools, four from Dodoma Municipality and three from Chamwino district. The sample size for the study was 132 which included 7 heads of schools, 7 assistant heads of schools, 7 discipline masters or mistresses, 21 teachers and 90 students. The study employed both qualitative and quantitative approaches. However, qualitative approach was dominant; it was descriptive in nature. Data were collected through interviews, questionnaires, focus group discussion and documentary review.

Data from questionnaires were analysed quantitatively using SPSS version 16 and from interviews, focus group discussion and documentary review were analysed qualitatively by coding the data obtained before drawing conclusion. The findings revealed that discipline in secondary schools was a serious challenge, and school management rarely meets students to discuss disciplinary issues. Schools are required to use theory X with prudence in controlling and directing discipline that is theory Y, need to be emphasized much to achieve a high standard of discipline.

The study recommends that school rules and regulations should be emphasized to enable students understand them. Schools should adhere to the regulations prepared by the Ministry of Education and Vocational Training on the National Education (Corporal Punishment) Regulations of 1979 made under section 60 (0) when punishing a student. School management has to ensure that school calendar provides time for meetings where students and teachers will discuss disciplinary issues. School management has to make sure that there are sessions of counseling and guidance.

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LIST OF ABBREVIATIONS/ACRONYMS

FGD	Focus Group Discussion
MOEVT	Ministry of Education and Vocational Training
SPSS	Statistical Package for Social Science
St	Saint
TAMWA	Tanzania Media Women's Association
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study investigated ways in which the school management may contribute to students' indiscipline in secondary schools in Tanzania. In this chapter, the following have been presented: the background to the problem, statement of the problem and the objectives of the study. Others are assumptions, delimitations, significance of the study and definition of key terms.

1.1 Background to the Problem

Discipline is an important ingredient that plays a crucial role in any school system. Discipline in schools insists on upholding moral values of students, and thus is an essential element in school administration. This is because it is a mode of life in accordance with the laid down rules of the society to which all members must conform and the violation of which is questionable (Imaguezor, 1997). School management can be used as a tool or mechanism to ensure students good behavior. It is supposed to establish and maintain policies that encourage appropriate students' behavior. Students' appropriate behavior can make school a safe place where teaching and learning can be effectively accomplished. In the eyes of society, a school is supposed to be a safe place for students to learn and grow (Furlong & Morrison, 1994), and not a place of violence, fear and other indiscipline cases.

School administration and teachers are responsible for coordinating school disciplinary procedures by informing students on what kind of behavior portrays discipline and what is indiscipline in school. The influence of school administration and teachers in instituting discipline can be estimated from the basic fact that, they are with students for many hours of the day (King, 1979). Rorger (2004) observes that, students spend at least third of their waking day at school with their teachers.

School discipline has always been a concern for educational administration as well as the general public. Makiya (2009) pointed out that since the early 1960's, indiscipline and misconducts in schools have become major issues for public discussion. Although schools over the world continuously face new challenges, indiscipline has remained constant and this is a challenge to both teachers and parents (Lewis et al, 2002). Overtime school indiscipline has been an issue of concern for educators and it can even be stated that it has become a huge concern among policy-makers and the public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationship and vandalism (Freire & Amado, 2009). Students' misconduct is a prevailing problem affecting schools across many nations around the world (Ramli et al, 2009). Edwards (1993) asserts that discipline is one of the most troubling and universal problems teachers face in schools.

Lack of discipline among students in secondary schools has been a great challenge worldwide. In Britain, for example, indiscipline is a challenge to many schools. As

Munn et al (2007) observe violence in schools is on the increase and it is escalating rapidly. The extreme incidents of school violence have been a focus of media attention prompting renewed policy interest in the topic of discipline worldwide.

In the United States, for example, school violence has caught the attention of nearly everyone, with the increase incidences of shootings at schools (Konter, 2000). People have become increasingly concerned with the safety and well-being of their children while in school across USA. Indiscipline in this country has been a great threat and has characterized schools as battlegrounds or war zones (Stephens, 1997). One significant issue of concern is that violence and indiscipline in schools has become a serious problem which transcends the boundaries of gender, class and race (Wright & Keetley, 2003). Like in Britain and USA, in Scottish secondary schools, students persistently break school rules (Munn & Johnstone, 1992).

In developing countries, violence in schools has also become an issue of concern. In Trinidad and Tobago, for example, the Ministry of Education has declared the issue of indiscipline in schools a big problem. Hackett (2000) points that, students in many schools are found to be unruly, dishonest, uncooperative with teachers and peers, aggressive and increasingly violent. Perhaps what is worse is the fact that, the authorities of the teacher like so many other authority figures has seriously been eroded in the society. Aggressiveness of students in schools has also been observed in Nigeria where discipline in schools is now passing through an extended eclipse. Yaroson and Zaria (2004) argue that in Nigeria students' indiscipline can be

attributed to lack of hard work behaviour as the only honorable path to success. Students, they observe, prefer to roam around the streets freely and some of the female students have their classes in the rooms of their boyfriends or men friends. Such behavior results into little or no respect for teachers.

In Botswana, Matsoga (2003) describes indiscipline misbehavior as manifesting in various ways including bullying, vandalism, alcohol, substance abuse, truancy, inability or unwilling to do homework, to mention just a few. These behaviors, to a large extent, have interfered with the teaching and learning process in schools. Likewise, in Cameroon, the indiscipline cases in schools are increasing each day since educational reforms in 1998. According to Matsiale (2008), indiscipline in Cameroon is a problem faced by the teaching staff in schools which has led to some of the teachers to begin thinking of leaving the teaching profession to find other opportunities available. Such situation is also in Kenya where unrest in secondary schools has become a huge issue that has escalated to a new dimension. Many school children in Kenya have not only become violent and destructive but also they premeditate and plan to cause harm to other children and school administrators (Ajowi & Simatwa, 2010).

Similarly, in Tanzanian secondary schools, there are cases of indiscipline among students like strikes, fighting, fire, burning of schools, school heads' locked-out by students, stealing and alcoholism, to mention just a few. These indiscipline cases have become social events and have been widely reported by different media including newspapers in the country. Nipashe newspaper of October 29th 2008, for

example, reported in Swahili that “*Mwanafunzi shule ya sekondari St. Peter iliyopo Kimara awashambulia wanafunzi wenzake kwa kisu darasani,*” meaning that “a student of St. Peter secondary school attacked his fellows with a knife in the classroom”. Additionally, Nipashe newspaper of April 6th, 2006 reported that Nyamanada secondary school in Musoma district was burnt by students and one student died during the event. The same observation was held by the former Minister of Education and Culture, who pointed out that “indiscipline and violence among students is a problem to both primary and secondary schools” (URT, 2007a).

The issue of indiscipline problems in schools has been linked with fast deterioration of the educational environment. According to Luiselli (2005), indiscipline behaviour creates unsafe environment for learning; undermines instruction and leads to the deterioration of teaching and learning. Matsoga (2003) observes that, the level of students’ discipline problems such as truancy, absenteeism, stealing and fighting among the secondary school students result into low academic performance in school.

In a class where discipline is a problem teaching becomes a problem and the overall performance goes down as well. Sugai and Horner (2001) note that, if schools and classrooms are disorderly, teachers tend to be ineffective, as a result, ineffective teaching impacts on students’ low achievement. This supports Matsimoto’s (2000) observation that, the impact of student indiscipline on teaching and learning process is poor performance. Matsimoto (2000) also observes that teachers in indiscipline

schools spend much time handling discipline cases. Most teachers in such schools, Matsimoto observes, are stressful and use less time to teach because are forced to manage classroom disruptions.

School indiscipline also manifests into affecting teachers and other school community members psychologically. Indisciplined environment creates in teachers and other members of staff a sense of insecurity and teaching becomes a dangerous vocation. Romi et al, (2008) show that, indiscipline among students frustrates teachers who may even feel threatened and insecure both in school and at home. Again, the classroom discipline and discipline-related problems are the primary sources of stress for teachers and a major source of stress for other members of staff (Hoerr and West, 1992). As a result, the school community lacks morale and job satisfaction.

Discipline among students has become a major issue that has drawn the attention of education administrators, educators and stakeholders in Tanzanian Educational system. As pointed out above, indiscipline cases include burning of schools, truancy, school heads' locked-out by students, fighting, drug abuse, stealing, and alcoholism. Maro (1994) asserts that in Tanzania, many schools experience lack of discipline and violence that makes a school unfavorable place for teaching and learning.

Despite the presence of rules and regulations as authorized by the Ministry of Education and Vocational Training in Tanzania, most of the students in some secondary schools have not observed these rules and have continued to misbehave within and outside the school compounds.

As Umba (1975) observes corporal punishment is the most frequent form of punishment preferred by teachers in dealing with indiscipline. The main concern is on how schools operate and the way school management handles and monitors students' indiscipline behaviors. The expected students' good behaviour and students achievements are established by school management through formulation and enhancement of school rules and regulations which direct students' behaviour because if the school management fails to establish clear rules and if the consequences are ambiguous and inconsistent, frequent incidence of students discipline will transpire. This brings attention to investigate how institutional management works in secondary schools in relation to discipline of students in Tanzania.

1.2 Statement of the Problem

Various studies have been conducted to address the issue of discipline in schools. Majority of these studies investigated on violence, discipline, truancy and dropout in primary and secondary schools. Studies like those of Munn et al (2007) in Scotland, Ramil et al (2009) in Malaysia, Umba (1975) in Tanzania and Nkoma (1979), Makiya (2009) and Mizengo (2008) in Tanzania focused on punishment used in indiscipline cases in primary and secondary schools. Despite these numerous studies that have been carried out on discipline of students in secondary schools, there are no studies conducted in Tanzania which investigated on how school management may affect discipline in secondary school. There is little information published about how school management can affect school discipline, especially how heads of schools and teachers may cause indiscipline in schools. There is a need to study the link between

school management and discipline among secondary school students, hence the need for this study.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study was to assess ways in which the school management may negatively affect discipline in secondary schools in Tanzania.

1.3.2 Specific Objectives

This study had the following specific objectives:

- i) To find out the extent to which the school management may play a role in maintaining discipline.
- ii) To investigate the extent to which school rules and regulations affect the discipline of students.
- iii) To examine how indiscipline affect performance of students in the selected schools in Dodoma region.

1.4 Research Questions

The following research questions guided the study:

- i) To what extent does school management effect discipline?
- ii) How do school rules and regulations affect the discipline of students?
- iii) How do students' disciplines affect students' academic performance?

1.5 Assumptions

- i) The school management uses ineffective strategies in dealing with discipline issues in secondary schools.

- ii) Appropriate school rules and regulations help to shape discipline of students.
- iii) Good behavior in school influences academic performance.

1.6 Delimitations

The study focused on secondary schools. This was because in secondary schools students are in the adolescent age with a lot of behavioral challenges, unlike in primary schools and other higher levels of education. Thus, while these other levels of education might have indiscipline issues this study was limited to secondary schools in Dodoma region.

1.7 Significance of the Study

The findings of this study provide insight to the heads of schools on how to manage their schools effectively in the area of discipline. The information obtained through this study can help school administrators to draw plans for effective ways through which discipline in schools can be maintained and observed. Furthermore, the results would be made available for future plans on the policies related to discipline of students in secondary schools.

1.8 Definition of Key Terms

- i. School Management:** This is an institutional governing body, school management systems and their influence to discipline of students.
- ii. Management:** Is the art of getting things done through and with people in formally organized groups, the art of creating an environment in such an

organized group where people can perform as individuals and co operate towards the attainment of group goals, the art of optimizing efficiency in effectively reaching goal (Dash, 2008 quoting Koontz, 1971).

- iii. **Discipline:** Is a state or orderly conduct of an individual which is gained in the habit of obedience, socially approved standards of thoughts and actions.
- iv. **Indiscipline:** Is the breaking of rules and regulations of institutions (Tuluhi & Bello, 1985). In other words, it is the inability of a person to live in accordance with rules.
- v. **Disciplined student:** Is the student who is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethic.
- vi. **School culture:** Are the shared orientations, values, ideologies, beliefs, assumptions, norms and attitudes that hold a unit together and give school entity.
- vii. **Academic Performance:** An ability to display through speaking or writing what one has learnt in the classroom. Academic performance usually encompasses a range of factors such as knowledge and skills, teachers' and students' commitment and success of school management (Gipps, 1999:42).
- viii. **Leadership styles:** Are patterns of behaviour which a leader adopts in influencing the behavior of his followers (subordinates) in an organization context (Prasad, 2007).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of literature on the school management and its implication on discipline of secondary school students. It is divided into sub-sections: the theoretical stances which guided the study, empirical studies that focused on school management and discipline of students, relationship between school leadership, culture and discipline of students, school rules and regulations influencing discipline of students and factors that cause discipline problems among students in school. The chapter also points out the gap from the literature. The final part presents the conceptual framework of the study.

2.1 Theoretical Framework

This study is based on the human relation theory developed by Douglas Mc Gregory. Mc Gregory developed theory X and theory Y as two extreme assumptions on how people in the organizations can be viewed and managed. From his theory X, human beings are described as naturally lazy and undisciplined and therefore, must be coerced, controlled, directed and threatened. According to him, human beings dislike work and prefer being directed. In theory Y, Mc Gregory assumed that human beings are normally hardworking, disciplined, self-directed and therefore should not be coerced or controlled. From such stance, Mc Gregory developed theory Y and postulated that human beings are willing to seek out and take responsibility under certain circumstances, if motivated they will behave appropriately.

Douglas Mc Gregory's theory on human beings is important in this study because it provides a lens through which we can study ways in which school management contributes to indiscipline behaviors in school. Using theory X, for example, we visualize school as an organization with people to be strictly managed due to perception of laziness and uncouthness. Schools that use theory X, students are controlled and directed and even threatened especially when breaking school rules and regulations. The term "discipline" has been linked with negative or punitive consequences designed to reduce behaviors that are considered anti-social. On the other hand, basing on theory Y, one can visualize school as an organization with people who manage themselves. Schools that use theory Y, students are treated with respect and especially when they behave inappropriately; they are patiently taught and encouraged. The term "discipline" is linked with positive consequences of appropriate socialization. Students are treated as human beings who are willing to seek out and take responsibilities of their behaviour under certain circumstances.

Looking through the lens of theory Y, one assumes that to achieve a high standard of discipline, school management should not use punishment as a means to discipline students, but to change management style that should seek ways to motivate students behave appropriately. This study supports Galabawa (2001) who asserts that, threat of punishment should not be used as the only way of achieving organizational goals. The school management should use a minimum of theory X while maximizing theory Y in disciplining students at school.

Mathematically, it can be written as $Ds = \{(Less\ Theory\ X) + (More\ Theory\ Y)\}$.

Where by:

Ds = Disciplined Student.

Theory X = Directed, controlled and coerced by school management.

Theory Y = Student's willingness, self commitment, encouraged and rewarded.

2.2 Empirical Studies

2.2.1 School Management and Discipline of Students

The studies that have focused on school management and discipline have linked poor management with indiscipline and suggest discipline in schools to be addressed seriously by school administration. School administration is therefore, by extension responsible for the level of student discipline (Kindiki, 2009).

In Uganda, when studying ways in which institutional environment affects discipline of secondary students in Kamwege district, Tumwine (2008) found that poor administration and decisions made by board of governors were the cause of strike among students. He further contends that management policies and structures of school influence the students' discipline. According to him, certain decisions by management may prompt students to strike or conduct themselves in unruly manner. Again, lack of proper school management especially in urban private schools has led to drug abuse. Furthermore, laxity among school administrators facilitates the spread of other forms of indiscipline including love affairs between teachers and students as well as between students themselves.

In essence, the school administration is expected to promote good behavior in the school. The study by Kindiki (2009) on effectiveness of communication on students discipline in secondary schools in Kenya showed that, lack of effective communication by school administrators may be the most cause of indiscipline and where school administrators have not put in place effective communication systems or mechanisms, the result has been communication breakdown between the school administration and the students. Failure to communicate with students has led to students choosing other ways to expressing their grievances which are normally destructive.

A study by Uonbi (2007) on the influence of non-teaching staff on indiscipline among students in public secondary schools in Kenya observed that, there is a significant relationship between principals' administrative experience and discipline of students and non-teaching staff in public secondary schools in Kenya. Due to this strong relationship, Uonbi suggests, that students and non-teaching staff should be involved in school management so that they may get an opportunity to give suggestions and express their problems freely. Uonbi however, did not say how this relationship should be established and how it should work.

In Tanzania, the study done by Sulayman (1995) on factors contributing to crisis in students moral character and ethical values in secondary schools found that teachers and heads of schools were the strongest factors which could influence the success or failure of students' discipline in school.

2.2.2 Relationship between School Leadership, Culture and Discipline

2.2.2.1 School Leadership

The quality of discipline among students often reflects the quality of leadership of schools. According to Gokhol (2006), the head of school's regularity, punctuality, attitude to work, sense of principles, fairness but firmness in dealing with troublemakers have a direct impact on everybody pertaining to the institution.

In Nigeria, for example, Ekundayo (2010) conducted a study on principals' leadership behaviour as a determinant of effectiveness of secondary schools. His findings suggested that, those secondary schools whose principals did not involve their subordinates in their daily routine administrative duties including discipline issues had discipline problems. The behaviour of leaders he observed was one of the major factors influencing the productivity of subordinates in the school system (Babayemi, 2006).

A study by Mwamanda (2009) on teachers' participation in decision making and its influence on students' discipline in public secondary school in Mbeya revealed that, the involvement of teachers in decision making has positive effects on students' discipline. This means that, school management should have a responsibility to ensure that teachers are given opportunity to participate in decision making because they can make meaningful contribution and they have been given authority by the state to monitor students' behaviour at school. Gossen (1996) argues that a head who

plays the role of an absolute dictator may directly or indirectly cause deviant behaviours.

2.2.2.2 School Culture

School culture is also among the important factors that contribute to discipline or indiscipline in schools. Seifert and Vornberg (2002) link discipline with the culture and climate of the school. They believed that, “in order for a satisfactory climate to exist within a school, a certain level of discipline must exist”. The antagonistic relationship between teachers and heads of schools and lack of teachers’, administration co operation or the administration’s inactivity no doubt raises the problem of indiscipline in some schools. Kohlberg (1980) in his study reported that the atmosphere of school which is usually influenced by interaction between teachers and school administration has much to do with students’ discipline. He, however, observes negligence on the part of teachers which reinforces students’ misbehaviour.

School ethos, such as student involvement in learning and in decision making; comfortable peer relationships; support from teachers, buildings that are clean, supervised, and safe; clear understanding of rules and feeling that conflicts and infractions are dealt with consistently and fairly have much direct connection with students’ behaviour and attitude towards school. A study done by Freire and Amado (2009) on managing and handling indiscipline in schools emphasized the connections between the *school ethos* and the behaviour and attitude of pupils towards school.

Brown (2003) argues that student perspective of the school climate is impacted by the degree of harmony and transparency.

School environment has been associated with students' discipline. It includes the relationship between teachers and students, teaching and learning environment. Healy (1995) observes that, schools with large and overcrowded classes students' behavior and lack of maintaining and controlling become sources of indiscipline.

In Scotland, for example, Munn et al (2007) studied the violence in schools and suggested that, the wide range of disruptive behaviour in the classroom and school at large were due to the challenging learning and teaching environment. In his study, Matsiale (2008) observes that, many pupils become mischievous in the school because of boring class work where students resort to engaging themselves in other things. Boredom, which causes pupils to misbehave, may be a result of inappropriate teacher's methods of teaching. Matsiale suggests that when teaching of a lesson becomes monotonous and uninteresting, children tend to become bored and may indulge in mischievous behaviors as a means of showing their displeasure.

Grambs (1958) mentions teachers' lack of social or teaching skills as a factor that contributed to indiscipline. Such teachers, Grambs observes, give students vague assignments and tests, and sometimes on untaught topics. Such observation suggests that teachers who lack skills in teaching, also lack skills in handling students' discipline problems in classes. Shortage of school facilities has also been associated with another reason for students' indiscipline. Like in boring classes, shortage of

facilities such as books, desks, classes to mention a few, frustrate students leading them to engage in indiscipline issues such as smoking bhang and truancy.

Umba (1975) conducted a study on students' discipline in Tanzanian secondary schools and found that most of the students' discipline problems were caused by bad relationship between teachers and students. Teachers tended to have punitive attitudes; they were too strict in such a way that they perceived those students with discipline problems deserve punishment so as to suppress that behaviour. The result of this conflict between teachers and students were discipline problems in many schools. Umba suggested that to discipline students appropriately teachers need to encourage good behaviour through procedures, specifying rules and ignoring disruptive behaviour while praising good behavior.

Bad peer group has also been found to contribute to indiscipline among students. In their study on discipline problems among secondary school students in Johor Bahru, Malaysia, Ramil et al (2009) show that, peer group influence was the dominant factor attributing to discipline problems among students. Many students, they observed, spent most of their time with their peer friends. Peer friends also were found to influence others to engage in antisocial behaviors such as fighting and stealing. In Uganda, Tumwine (2008) observed that, peer groups were a huge influence on the discipline problem among students, especially among those in adolescent age.

Good school culture is that which maintains a good relationship between teachers and students. The study conducted by Umba (1975) in Tanzania revealed that if the relationship between students and teachers is not good, the position of the head of school becomes crucial in dealing with the potential sources of indiscipline behaviour in the school.

2.2.3 School Rules and Regulations

School rules and regulations have also been established as among the important factors to influence discipline. Schools administration use policy documents such as school code of conduct which spell out clearly school regulations or ‘ground rules’. Clear school rules help students to know what is expected of them. Kindiki (2009) argues that schools’ code of conduct is important but it is a good idea to explain the rules and why they are written. This implies that unexplained rules may lead to rigid implementation. Good discipline results when school rules are developed, revised, and maintained through collaboration among administrators, teachers and students (Hackett, 2000). However, it has been observed in many schools that rules and regulations are well written and pinned in the heads of schools’ or discipline masters or mistresses offices with less enforcement and implementations (Omary, 1995). In a similar vein, Mizengo (2008) on his study conducted in Tanzania on discipline and performance in primary schools suggested that the school rules and regulations should be frequently read to students especially those which are regularly broken.

Appropriate school rules, regulations and policies encourage appropriate behavior. According to Brown (2003), school safety begins with appropriate welcoming school

rules and regulations. Lufter (1979) argues that discipline problems in schools have strong link to weak enforcement of school rules and regulations. In examining the relationship between school rules and discipline in a co-education school in Canada, Lufter (1979) reported that students at the beginning of the term when school rules were introduced, discipline was high among students but when it happened that there was no enforcement of those rulers and regulations, the indiscipline occurred. This indicates that most of the discipline problems were caused by undesirable school rules which were perceived as unfair by teachers or inconsistently enforced. On the other hand, teachers and some administrators do not know which regulations to enforce or which ones are not clear to students.

The discipline problems occur when students fail to adhere to the rules and regulations that seem to be unimportant or those which do not make sense to them. The study carried out in Tanzania by Kihwili (1981) on attitudes of teachers, students and parents on the use of corporal punishment, found that, both parents and teachers were in favor of corporal punishment to students who break school rules as the most effective means of maintaining discipline in school; in checking, shaping, and reforming students' behaviors.

2.2.4 Family Contribution to Indiscipline in Schools

Other studies show a strong correlation between family background and school indiscipline. Clifford (1993), for example, observes that, indiscipline in schools comes as a result of family background where children are hardly subjected to serious parental guidance and counseling or supervision. According to him, parents

who are educated seem to push their children to go to school than their less educated counterparts. Moreover, Obghuvbu (2000) has revealed that some causes of indiscipline in many schools in Benin can be associated with students' attitude towards school, socio-economic status of parents, occupation of parents, and relationship between parents and the students. These observations are also supported by Tumwine (2008) in Uganda who identified socio-economic background of the students' families as influencing the behaviour at school. According to Tumwine, students do not see any problem behaving the same way they behave at home even if such behaviors are not fit in the school community because in families where domestic violence, drugs or alcohol abuse are at peak, children pick on those behaviour and practice them at school. Again, in Tanzania, the study conducted by Nkoma (1979) explored the factors leading to truancy and dropouts. Nkoma suggested that, parental education might lead to indiscipline among students. Nkoma's research revealed that over 80% of truants' parents had no education and only 17% were educated to standard four levels. The argument is that parents who went to school usually send their children to school and discourage dropout, truancy and other misbehaviors.

2.2.5 Effects of Discipline on Academic Performance

Many studies have been conducted on the relationship between student's discipline and academic performance. Studies carried out by Zentner (2001) in USA identified the relationship between discipline and academic performance. Using regression analysis to predict truancy, suspension and expulsion, Zentner found a strong correlation between truancy and low academic performance. According to him,

schools with high truancy had high suspension and expulsion rates. Another study by Warren (2007) investigated the relationship between students discipline and achievement. The findings show that low achievements correlate with the incidences of students' disorder, weapon, substance abuse and violence.

In Ghana, Etsey (2005) investigated the performance rate of schools in Shama Submetro. His findings indicate a correlation between low performance and school lateness and absenteeism. Many students who arrived late or missed part of class sessions, Etsey observes, their performance was much lower than those who were punctual and attended classes regularly. This observation is supported by Oghuvbu's (2010) study on the relationship between attendance and academic performance of students in secondary schools in Nigeria. According to him, attendance influenced academic performance in many schools in Delta state. Oghuvbu noted that, twenty-two percentage of academic performance was influenced by attendance. However, he also found difference between attendance and academic performance among urban, semi-urban and rural schools, indicating that there might be other intervening variables such as home environment and student capability in individual study. In the earlier study by Oghuvbu (2006) observed that, school administrators and teachers in Delta State positively keep proper records on attendance and this controlled discipline and promoted academic achievement.

In her study, Makiya (2009) on the relationship between school discipline and academic performance in Tanzania, revealed that, the selected Christian seminaries

performed better than the selected ordinary secondary schools. This, according to her, is because of the kind of school rules and their formulation process, communication strategies and forms of punishment execution towards rule breakers. Makiya's study supports those of Etsey (2005) and Oghuvbu (2010) that there is a strong correlation between discipline problems and low academic performance.

2.3 Literature Gap

Despite the massive literature on the issue of discipline in schools, majority of the studies have concentrated on the issue of discipline in schools in relation to environment, and academic performance, also on the issues of violence in schools, truancy and dropout, parents' attitudes towards corporal punishment, effectiveness of communication on students' discipline and teachers' participation on decision making influencing students' discipline. No studies have been done in Tanzania particularly on the link between school management and the state of discipline among secondary school students. Although there are studies on school management in relation to setting rules and regulation, revising and maintaining them, little information is found on the extent to which the lack of setting, revising and maintaining rules and regulations may contribute to school indiscipline. As Peter (2008) comments on the incidences of fire and strikes in secondary schools in Tanzania, poor school management was found to be the source of the problem, but ways in which the management was involved were not mentioned. Therefore, the present study would give insights on the link between school management and discipline of secondary school students in Dodoma region. This is expected to give

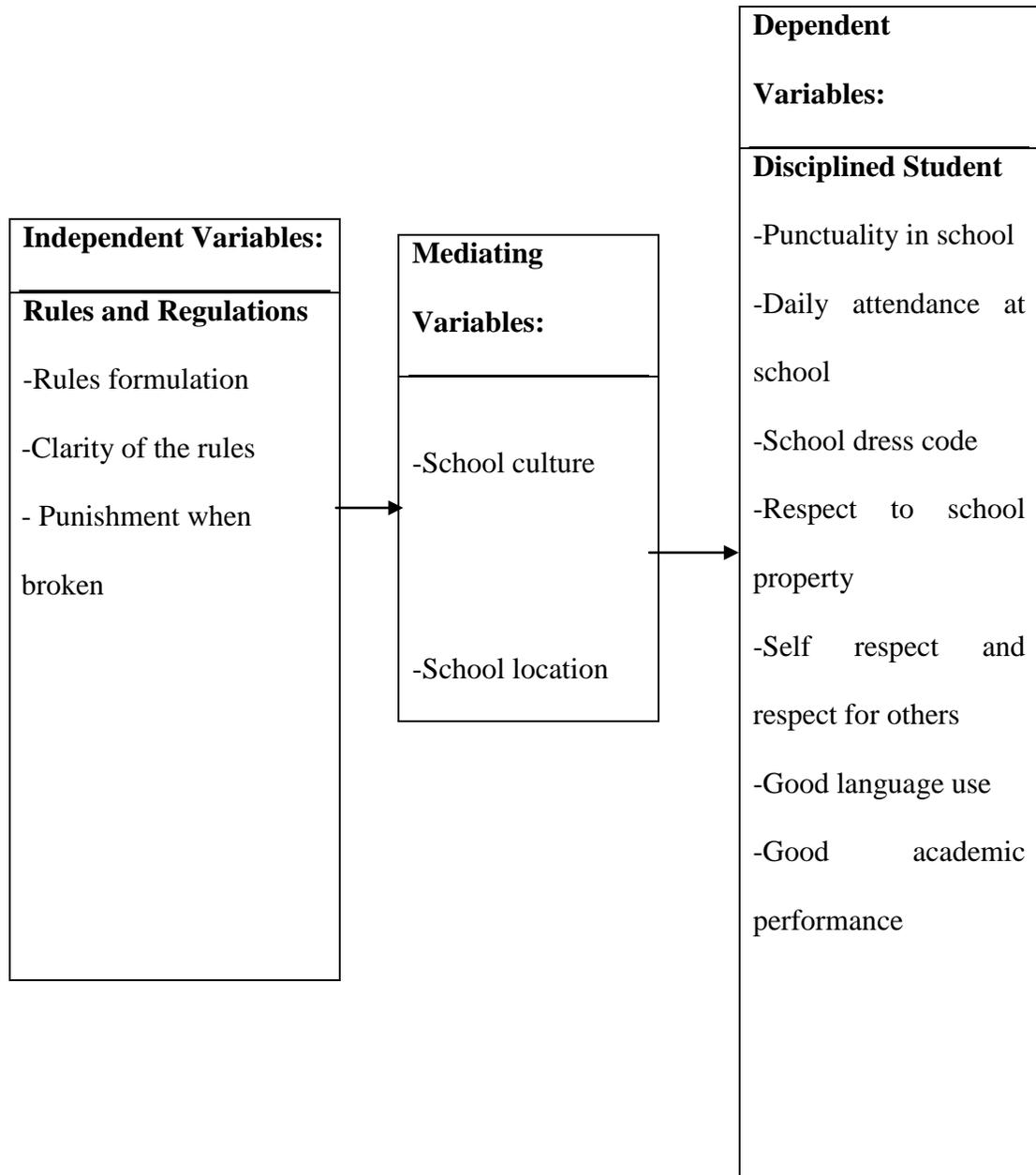
some more guides to school management on how they can handle students' discipline in schools.

2.4 Conceptual Framework

The conceptual framework guided the study relied on the independent, mediating and dependent variables. The independent variables were school rules and regulations while the mediating variables were school location and school culture. Dependent variable in this framework was students' discipline. The school management involved heads of schools, assistant heads of schools, discipline masters or mistresses, members of discipline committee, school board, teachers and non teaching staffs. This group of individuals remarkably contributes to students' behaviour since they constantly interact with students at school. In connection with the proposed study, the school rules and regulations together with their clarity and mode of formation showed a clue on how punishments were administered to students when they were broken, and this has much influence on students' behaviour. Likewise, the school location and culture, which were mediating variables, influence students' discipline as they focused on the involvement of teachers in discipline decision making, and the interaction between heads of schools, teachers, students and the community around and the school environment at large. On the side of dependent variable, the framework concerned with the discipline of students at school, the indicator was disciplined students which included punctuality, daily attendance, well school dressing code, good language use, respect to school properties, good

performance academically, self respect and others. The connection among these variables has been supported by the diagram below.

Figure 2.1 Conceptual Framework



Source: Researcher's Own Model, (2010).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section provides the methodological framework of the study and shows different steps that were followed in the undertaking of the study. The section includes research design, area of the study, description of the population, sample and sampling procedures, instrumentation of data collection, and data analysis techniques. Other aspects included validity of the study instruments and ethical issues.

3.1 Design of the Study

This study employed mainly qualitative with a bit of quantitative research approach, with an application of descriptive survey design. In this design, the collection of information was done through allowing multiple data sources, including informal interactions, formal interviews, questionnaires, documentary review and focus group discussion. As it obtained detailed descriptions of the event on the study, the quantitative approach aspects applied in the computation. Macmillan and Schumacher (1984) argue that surveys are used in many disciplines including education because accurate data can be obtained from a large number of people with small samples.

3.2 Study Area

The study was conducted in seven private and government secondary schools in Dodoma region. Since discipline is a challenge to most of the Tanzanian secondary schools, Dodoma region cannot be isolated in the issue of students' discipline. For example, in Dodoma municipality alone, apart from other indiscipline problems, it was observed by municipal academic office that, out of 5,264 form four students of the year 2010 about 150 students did not do their national examinations due to indiscipline issues (Dodoma Municipality 2010).

3.3 Population Sample and Sampling Techniques

3.3.1 Target Population

The target population of this study comprised of school management and students. School management included heads of schools, assistant heads of schools, discipline masters or mistresses and teachers. This group of people was selected to participate in the research because it is the one which dealt with students' discipline on the day to day basis.

a) Head of Schools or Assistant Heads of Schools

Heads of schools and second masters or mistresses are responsible for administrative issues including students' discipline, and they are the ones who have a great mandate in the school management especially when it comes to discipline issues among students.

These provided information on the school orders, rules and regulations. They provided information on the rules that were normally violated and strategies used by management to ensure discipline among students'. Heads of schools provided information on the leadership styles and what they considered to be the most effective style used in dealing with discipline at school; the way they involved their subordinates on discipline issues, and how the school rules and regulations were formed together with data on the supervision of teaching and learning by heads of schools.

b) Discipline Masters or Mistresses

Discipline masters or mistresses are the main leaders responsible for handling discipline issues of the school; they are assumed to have as much necessary information as possible on school discipline as they chair different discipline committee.

They gave information on the way school rules and regulations were formed and communicated to students. They provided information on how punishments were administered and on the factors which caused students to violate school rules and regulations. Lastly, discipline masters or mistresses provided information on how the discipline of students affected their studies.

c) Teachers

Teachers are primarily responsible for students conduct in school. So, they have pertinent information about discipline matters of students in school and they provide appropriate assistance to the administration.

Teachers provided information on the role they played in disciplining students. They also provided information on how they thought about students, how they taught and how they handled students. How teachers think, teach and handle students has a lot to do with how they can discipline them. They gave information on the leadership styles used by management in handling discipline problems and general school culture if it promoted discipline or indiscipline among students. Furthermore, they provided information on their involvement in decision making on discipline issues and explained the way disciplinary problems in school hindered students' performance.

d) Students

Students are the primary stakeholders of this study. They have the knowledge on the school rules and regulations, leadership styles and how they are handled inside and outside the classroom.

Students provided information on the easiness or hardness of school rules and regulations and how often these rules were made clear to them. Students gave information on indicators of indiscipline and factors that led to discipline problems in school, the strategies used by teachers to make sure that students performed better and were disciplined, and how these students were involved in the formulation of

school rules and regulations. Lastly, they gave information on how the punishments were administered especially when school rules and regulations were violated.

3.3.2 Population Sample

This study involved the selected secondary schools in Dodoma region. In the region, there are about 205 secondary schools (BEST, 2009). Out of these schools, only 7 schools were involved; 4 schools from Dodoma municipality and 3 schools from Chamwino district because these districts had enough number of secondary schools compared to other districts. These seven schools were referred to as X1, X2, X3, X4, X5, X6 and X7. There were 50 secondary schools in Dodoma municipality and 24 secondary schools in Chamwino. Moreover, one district represented the urban schools and the other one represent the rural schools.

The total population of students from the two districts was about 27,796: 17,542 from Dodoma Municipality and 10,254 from Chamwino district. So, the study had the sample size of 132 respondents. According to Cozby (2001), for the population size of 10,000 about 95 percent of the population should constitute the sample sizes because the needed sample should be within plus or minus 10%. Therefore, 7 heads of schools, 7 assistant heads of schools, 7 discipline masters or mistresses, 21 teachers and 90 students constituted the sample size. This is due the fact that the study selected 7 schools as the sample: 4 urban schools from Dodoma Municipality and 3 rural schools from Chamwino district.

3.3.3 Sampling Procedures

The study used purposive sampling and simple random sampling techniques. Purposive sampling technique involved the selection of those respondents who depicted the key characteristics or elements with the prospect of yielding the right information. They were selected purposively by virtue of their position. The school management was selected based on the leadership experience in schools and gender. The heads of schools, assistant heads of schools and the discipline masters or mistresses from the selected schools under the study participated basing on at least three years experience. The experience of three years was regarded as enough in handling discipline issues among students. Additionally, the gender issue was considered so as to have a balance of fairness among heads of schools.

Teachers were selected using simple random sampling. This was done through hand gathering of random numbers written on pieces of papers which were put in the container and shuffled. Then, the piece of shuffled paper was randomly picked until three respondents were obtained.

Students were also randomly sampled .This was done through hand gathering of random numbers written on pieces of papers and were put in the container and shuffled. Then, the pieces of shuffled papers were randomly picked until eight respondents were obtained. However, other five respondents were selected from students' government using the same procedure of simple random sampling.

3.4.1 Methods of Data Collection

The study employed a variety of methods in the collection of data such as interview, focus group discussion, questionnaire and documentary review. The application of these methods based on the ideas that, “there is no single method which adequately provides all the required information.”

a) Interview

Interview aimed at eliciting the reality of what was happening in the schools in relation to students’ performance. It provides an in-depth understanding of a phenomenon under investigation (Gall et al., 2005). Data from the heads of schools, assistant heads of schools, discipline masters or mistresses and teachers were collected using semi-structured interviews so as to get rich and deep information on discipline-related issues through face-to-face encounter. In this technique, some structured questions were asked together with some open-ended ones to the interviewees, and the researcher used note taking and tape recording to collect the information. The questions were asked as they appeared on the appendix 1.

b) Questionnaire

The study administered the questionnaires to students through hand-delivery and required them to complete the questionnaires themselves. Questionnaires in educational research are used to obtain information requiring certain condition and practices (Best and Kahn, 1993). They provide opportunity to inquire into opinion and attitude of individual or group. The questionnaires covered the open-ended and close-ended questions. Closed-ended questions had a list of all possible alternatives

from which the students selected the answer that best described their situation and the open-ended questions gave students' freedom of response in their own words.

c) Documentary Review

The study used documentary review as it involved utilization of information from published or unpublished documents. In this study, the researcher used records, government publications and official statistics as secondary data sources. Then, she sought official written documents related to discipline of students in school. These documents, which included primary sources of data, were the minutes of school board and discipline committee, punishment record sheets of students, school rules and regulations. Also, they included records and reports of students' discipline matters. The information collected through documentary review allowed to cross-check the consistency of the information collected through questionnaires and interviews (see appendix 4).

d) Focus Group Discussion

On this aspect, the researcher involved group discussion with five students' representatives. This discussion was guided by structured questions whereby a researcher functioned as a moderator, monitor or facilitator and less as an interviewer, and then recorded group interactions. Gall et al (2005) assert that, focused group discussions are used to explore phenomenon such as individuals' reactions to educational practices. The group interaction was directed by questions supplied (see appendix 3). They discussed factors that made students to misbehave at

school and whether school management involved them or not in the formulation of school rules and regulations. Lastly, they also discussed what school management should do concerning the discipline of students.

3.5 Ethical Issues of the Study

In this study, before data collections, all ethical issues were handled first so as to avoid ethical problems. Permission to conduct the study was obtained from the University of Dodoma, then from both Dodoma Municipality and Chamwino district authorities after sending them an introduction letter from the University of Dodoma.

To ensure confidentiality and right of privacy to the subject together with protection of respondents, neither the names of respondents nor names of schools were stipulated on any instrument of data collection. Instead, letters were used to represent the names of respondents or schools. The researcher made clear that personal details like names were not shown in the research report, which was to be prepared accurately and honestly.

Informed consent was solicited from the participants and the reasons of doing this research was explained clearly and assured them that the information gathered could be used for this study and not otherwise.

Furthermore, in reporting the findings, pseudonyms were used for both respondents and institutions as it was clarified to them at the very beginning before collecting data. The researcher emphasized the fact that besides enabling her to accomplish her

study as a partial requirement for a degree program, the findings of the study could be used for introducing changes geared at promoting good strategies of school management in handling discipline issues among students.

In honoring the research site, the research clearance letter was secured from the University of Dodoma and presented to the institutions' authorities in Dodoma region, then to the districts under the study, Dodoma Municipality and Chamwino District.

3.6 Validity and Reliability

Validity and reliability were ensured through triangulation in data collection. Different methods helped in obtaining reliable information about school management practices in relation to students' discipline. In order to validate the instruments, a pilot study was conducted using the instruments prepared for the study. The instrument was pilot-tested to one head of school, one assistant head of school, one discipline master or mistress, four teachers and ten students from Imani secondary school. The school head was not around, so the assistant head was interviewed, as well as the discipline master and teachers. Then, the five students filled in the questionnaires and five school prefects did a focus group discussion. This was done so as to test the reliability and validity of the instruments.

Data from the pilot study helped to refine the data collection instruments by adding the question in the interview and focus group discussion guide which said, "*how*

does indiscipline problem affect academic performance,” so as to give clear focus on the relationship between students discipline and academic performance.

3.7 Data Analysis Procedures

Since the study involved both qualitative and quantitative data, the data analysis approaches were done both qualitatively and quantitatively. There was a separation analysis of data from qualitative and quantitative collection in which data from the interview and FGD were analyzed, followed by analysis of questionnaire and documentary review items. Lastly, the researcher merged information from two sets of data to get a holistic picture of school management and its influence on discipline in secondary schools.

3.7.1 Qualitative Data Analysis

The data obtained from interview notes, focused Group Discussions, open-ended questionnaires, and documentary review were analyzed using content analysis. The analysis was carried out by detailed description. First, the researcher read and summarized the data collected to get initial impression. Then, the data were categorized according to different items followed by the description and detailed examination of different responses. Lastly, the responses were classified by categorizing them. Then data were coded by putting together tags, names or labels against pieces of data which gave them meaning. After that, the researcher summarized them by putting together and organizing themes in identify patterns from the codes thereby drawing conclusion with regard to the research questions.

Furthermore, to ensure the validity of information, there were presentations of original quotes from the respondents.

3.7.2 Quantitative Data Analysis

The data from close-ended questionnaires were analyzed quantitatively. The descriptive statistics was used. This involved frequencies, percentages, mode and mean in summarizing the findings. The tabulation and calculation of number of frequencies, percentages and graphs were carried out using Statistical Package for Social Science Software (SPSS) Program version 16.

CHAPTER FOUR

DATA, PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the research findings are presented, analyzed and discussed according to the sub-themes derived from the research questions and specific objectives developed in chapter one. It presents the data gathered through interviews with heads of schools, discipline masters or mistresses and teachers. Other data presented are from students' questionnaires. The chapter also presents data from focus group discussion with students and data from documentary review.

The chapter is organized as follows: first, the chapter starts by describing the research objectives. Second, it presents the data according to the questions asked, and lastly, it links the findings with the literatures from other scholars. The research objectives were to find out the extent to which school management could play a role in maintaining discipline, to investigate the extent to which the school rules and regulations affect discipline of students and to examine how the students' discipline affects academic performance.

4.1 The Effects of School Management on Discipline of Students

In investigating the effects of school management on discipline of students, the researcher looked at the role of school management in school discipline, the state of discipline in schools, and the kind of indiscipline problems common in schools.

4.1.1 The Role of School Management in School Discipline

The research questions and specific objectives sought to find out the extent to which the school management affected discipline of students. The question was posed to headmasters, discipline masters or mistresses and to teachers through interview. The question asked, “*what do you consider to be the role of school management in school discipline?*” Different opinions were given by the respondents.

Dealing with students’ discipline, assistant head in school **X2** said:

..... “some teachers were reluctant in punishing students with indiscipline cases”...

Also, through focus group discussion with students, it was found that, some teachers punished students with indiscipline cases while others did not care.

When asked what type of punishment the indiscipline students received, the answers were strokes, suspension or assignment of outside activities such as cleaning, tending to flower garden, etc. Similarly, through students’ focus group discussion, it was revealed that heads of schools and discipline committee were authorized to punish students’ indiscipline cases. Through interview, teachers in school **X2** said:

“Punishing indiscipline student bore us as you are required to note down the kind of punishment in black book. So, most of us do not care”

Interviewed teacher from school **X3** said:

“some parents do side with their children. If you punish a student, he may opt not to do the work. Instead he comes with his parent to blame teachers”

The work of discipline in school should not be left to discipline masters or mistresses alone. The school management on discipline has to work as a team, whereby teachers, heads of schools and discipline masters or mistresses have to cooperate together in handling discipline issues especially when it comes to actions to be taken

towards the indiscipline cases in the schools. Similarly, Wu- Shi Chang (1980) suggested that, school management has to take into consideration that, incorporating teachers in students' discipline issues may intervene misbehavior.

It was discovered that school management has the role to communicate school rules and regulations to students. One discipline mistress from school **X5** reported that;

“The discipline committee has to make sure that the school rules and regulations are explained in school assembly when opening and closing the school...This is the only way whereby the school reminds students on how they have to behave as students”.

Again, the study found that schools arranged parents meetings concerning discipline issues of their children. Discipline mistress from school **X7** recommended that the discipline committee had to arrange some meetings with parents' whose children misbehaved at school so that they could be informed of their students' characters and help shaping the behavior together.

Furthermore, 6 (85.7%) assistant heads of schools during interview insisted that, matters concerning discipline were highly emphasized during school Baraza, whereby school management, teachers and students discussed issues pertaining to school welfare much more on discipline issues. However, only 1 (14.3%) assistant head of school **X3** revealed that, they did not have regular meetings with students unless there was serious misbehavior character in school and when some students needed to be suspended or expelled, it is where the school Baraza or meeting with the whole school could be arranged by the discipline committee.

Communication is very important in any organization in order to archive its goal. School management has to communicate with parents on issues pertaining to their students' discipline at school, so that they get to know characters of their children and provide assistance wherever needed. Again, the school rules and regulations should be known to students through school Baraza, school assembly and in sessions when the school is opened or closed. These meetings help students to know how they are supposed to behave while at school and parents get information on the character of their students. The study by Kindiki (2009) on effectiveness of communication on students discipline in secondary schools in Kenya showed that, lack of effective communication by school administrators may be the most cause of indiscipline and where the school administrators have not put in place effective communication systems or mechanisms, the result has been communication breakdown between the school administration, parents and the students. This indicated that for the discipline to be observed, school management has to ensure effective communication between school management, teachers, parents and students.

Further responses added that, on the question which asked, "*what do you consider to be the role of school management in school discipline?*" The availability of enough teachers in school was one of the answers. The presence of teachers in schools has a great influence on students' behaviour as they tend to have adults who supervise them.

One discipline master from school **X4** argued that, the presence of enough teachers in school plays a great role on discipline of students. Teachers and school

management have to be available in school during the working hours. This is because in case of any problem like strikes or fighting, the school will have enough team of staff to handle the case. However, in the researcher's observation, out of seven schools visited, it was found that, the heads of schools were not around and if they are around they are in hurry to leave the office. The work of school supervision is left to the assistant head. When one assistant head of school **X3** was asked where the headmaster was going, he complained that:

“Headmaster is normally saying that he is attending meetings and other school activities in the education offices in town...but why doesn't he send us!! Always he is the one who is going”.

The presence of teachers and heads of schools provide a close supervision to students hence making it easier to monitor their behaviour at school. Smit (2010) in her study found that, in schools when there is no teacher to supervise a class or teachers are not around the school compound, it is where most of fights, abusive languages and noises often break out in school. Similar findings were observed by Oosthuizen et al. (2003) that, lack of supervision of students and the failure to take precautionary measures to protect students is the cause of the majority of problems regarding the safety of students at school or during school activities. Additionally, the presence of school head is very important in monitoring students' discipline issues and encouraging his or her colleagues to work effectively. As Gokhol (2006) observed that, the head of school's regularity, punctuality, attitude to work, sense of principles, fairness but firmness in dealing with troublemakers have a direct impact on everybody pertaining to the institution.

Additionally, during interview with discipline mistresses or masters they, all reported that their roles as part of school management team was to use black book in issue of keeping records of students' indiscipline characters and the punishment given.

During the documentary review, the black books had the indiscipline or misbehavior characters committed by the students. Only one to three indiscipline characters were recorded and punished. If a student committed more than three incidences, the parents or guardians were asked to come to school so that further actions could be taken to that particular student, for example, suspension or expulsion.

The keeping of students' records concerning discipline cases in the black book and punishment taken help to provide vivid data and information to guardians or parents. This indicates that in case further action like suspension needs to be taken the school management has record of that particular student. This normally creates fear to students from being written in a black book and either being suspended or expelled from school as a result some of the students tend to shape their behaviour.

4.1.2 The State of Discipline in Schools

The researcher intended to know the state of discipline in schools. The question posed was, "*how is the state of students' discipline in school?*" This was directed for heads of schools, assistant heads of schools, discipline masters or mistresses, teachers and students. Responses for the question showed that, generally, the indiscipline among students was a sensitive issue.

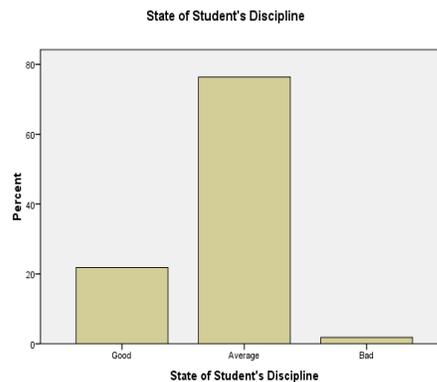
In the questionnaires, there was a question which asked students to show the state of discipline in school, where 55 respondents were targeted to answer the question. The responses to the question are shown in the table 4.1 below.

Table 4.1: State of Student's Discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	12	21.8	21.8	21.8
	Average	42	76.4	76.4	98.2
	Bad	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Source: Field Data, (2011)

Figure 4.1 State of Student's Indiscipline



Source: Field data, 2011

The results from the questionnaires showed that 12 (21.8%) respondents said that the state of discipline was good, 42 (76.4%) respondents said it was average and only 1 (1.8%) respondent said it was bad. This showed that discipline was still a challenge

because a large percent of respondents indicated that it was average mean, that is, it was neither good nor bad.

As from the FGDs of students and interview with teachers, heads of schools, assistant heads of schools and discipline masters, the respondents were asked to give their opinions on students discipline in school. Results from students in FGDs from school X1, X2, X3, X5 and X7 showed that 25 students said, the discipline of students in their schools was not encouraging. They observed that as days passed by, the discipline among students was getting worse and worse. A student from school X5 commented that:

“In our school, the discipline is not good at all because there are a lot of fightings. Within a week we can have three to four fightings among students. Furthermore, the rate of truants is high and students do not care if they miss school or not as they said that you can succeed in life even without education and lastly she pointed out that the use of abusive language among students was at a greater level. This is because we are coming from parental rearing and other students are coping from bad groups within and outside the school”.

During interview with teachers to give their opinion on their students discipline, about 10 (47.6%) out of 21 said that the discipline in their school was bad, while 11(53.4%) out of 21 teachers said the discipline of students in their school was on the average level. From the findings, no one among these teachers described that the discipline of their students in school was good, which still gives us a clue on how indiscipline is a challenge among schools.

One teacher from school **X3** commented that:

“Students discipline is not encouraging at all; there are high rates of late comers in school, they fight, they use abusive language among themselves and among teachers. The punishment like digging hole or cleaning school environment was assigned to that student; he or she tended to ask his or her

fellow to assist him or her in doing the punishment, as a result that punishment had no meaning because they helped each other”.

Again, the results from the interview with assistant heads of schools on the state of discipline of their schools showed that about 5 (71.4%) out of 7 respondents said the discipline of students was not good, while 2 (28.6 %) out of 7 respondents said the students discipline in schools was average.

In the school system, discipline is necessary for effective management if the goals of the schools are to be accomplished. However, the level of indiscipline in schools is becoming a great challenge and a sensitive issue to educators. Discipline being an issue in our schools, concurs with the study by Makiya (2009) who pointed out that since the early 1960's, discipline and conducts have become major issues for public discussion. Although schools over the world continuously face new challenges, one has remained constant and this is addressing challenging behaviour or indiscipline problems (Lewis et al, 2002). Discipline in school has been an issue which has caught attention to educational administrators especially heads of schools and teachers at large who spend most of their time with students at school. This has been supported by Freire and Amado (2009) who argue that, over time school indiscipline has been an issue of concern for educators and it can even be stated that it has become a huge concern among policy-makers and the public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationship and vandalism.

4.1.3 Common Discipline Problems

The researcher wanted to find out the most common discipline problems in schools. This question was asked to all respondents as follows: “*what are common discipline problem in this school?*” The most common answers were early pregnancies, truants, fighting in school, improper uniform and late coming to school.

4.1.3.1 Early Pregnancies in Schools

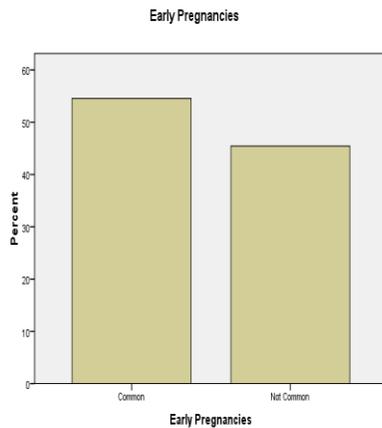
Early pregnancies seemed to be a major common problem in many schools. The findings from the questionnaires showed that, indiscipline case of early pregnancies among students in school was observed to be a serious problem as it is shown in the table 4.2 below.

Table 4.2 Early Pregnancies in Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Common	30	54.5	54.5	54.5
	Not Common	25	45.5	45.5	100.0
	Total	55	100.0	100.0	

Source: Field Data, (2011)

Figure 4.2 Early Pregnancies



Source: Field data, 2011

Results from the questionnaire indicated to have high percent of early pregnancies. 30 (54.5%) respondents out of 55 said that was a common indiscipline problem among students and 25 (45.5%) respondents out of 55 said was not a common problem.

The issue of early pregnancies being a common challenge in schools has been also supported by the findings during interviews with assistant heads of schools and teachers. The assistant head of school **X1** said that:

“In a year 2009, about three girls were expelled from school due to early pregnancy. These were form two and three students. A form two student was diagnosed with a seven month pregnancy on 28/3/2009 and for the form three students, one was diagnosed on 29/3/2009 and the other on 27/3/2009”.

Additionally, in school **X3** during interview with one teacher, she admitted that within a year about three to four girls were expelled from school due to pregnancies.

Furthermore, in a documentary review from the black book in school **X3**, it was documented that, there was a case of male student expelled from school for impregnating three different girls. One girl was in form three and the other two were in form two. Eventually, the three girls were also expelled from school.

Early pregnancy among young students is increasing at an alarming rate and it is thought provoking, disappointing, scary and arouses feelings of responsibility to curb this growing menace. School girl pregnancy and its connection to school drop-outs is a concern both in Kenya and in other sub Saharan African countries (Chilisa, 2002). Society has to fight against those who harass girls. However, a study by the Tanzania Media Women's Association (TAMWA) showed that people who were mostly involved in having affairs with girl students and consequently impregnated them included government officials, teachers (young teachers) who participate in teaching practice, fellow boy students, bus conductors, businessmen, tax drivers, fishermen and other people who were relatively economically better off (TAMWA, 2010: 25).

Policymakers interested in increasing the number of girls who remain in school have, therefore, been led to focus on ways of discouraging school-age girls from becoming pregnant. There has been a significant increase in the number of girls who leave school despite efforts by education stakeholders to arrest the situation. Zombwe et al. (2010) in their study found that, it is unfortunate that these efforts by stakeholders do not carry legal power or implications, and that situations related to pregnancies and early marriages are mushrooming.

Narrating on incidence of pregnancy in school, a discipline mistress from school **X1** reported that:

“There was one form three student who was expelled due to pregnancy. The parents decided to take the case to one of the local government officers because they wanted their child to proceed with school, though the school management said it would not be possible for their child to proceed. Then, the local government officer intervened the case and forced the school management to return a girl to school after delivering a child. So, the student was allowed to return to school and did her form four examinations”.

Likewise, in **X2**, school’s documentary review in the black book showed that, one student who was a girl on 28/10/2003 run away from school exercise of pregnancy test, and discipline mistress was so interested to know why she ran away. One day she decided to call that student in her office and did a pregnancy test and she was caught with three month pregnancy. There after the school management expelled her from school.

Tanzania shall never develop if girls are denied their rights to education as well as their rights to enjoy their childhood, “Let children be children.” Many events have been reported but little action has been taken against those who impregnate girls. Impregnating a school girl is a criminal offence and whoever is guilty of this should be treated in the same way as those who commit other crimes like stealing or murder (Zombwe et al, 2010). Any environment which accelerates girls’ drop out should be equated to killing because it ‘kills’ a girl academically and her future life. Scholars have different views concerning the issue of early pregnancies among girl students. Warenus et al, (2010) in their study with regards to early pregnancies, the majority

of the respondents disagreed with allowing abortions for pregnant school girls while they agreed that a pregnant school girl should be allowed to return to school.

It is a high time for the school management to discourage school-age pregnancies and the responsibility of all educators to make sure that children are protected and sure they all their rights of education as citizens.

4.1.3.2 Truants in Schools

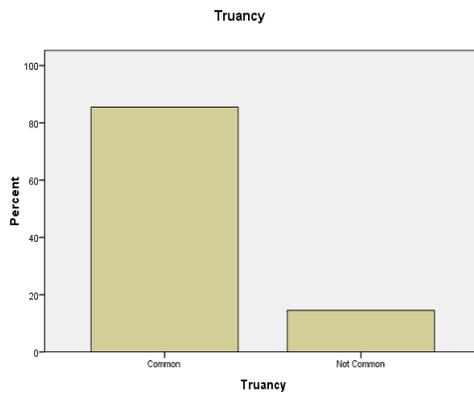
The issue of truants was also pointed out during research as a serious common indiscipline problem among students in schools. The research data below show the extent of the problem.

Table 4.3 Truancy in Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Common	47	85.5	85.5	85.5
	Not Common	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Source: Field Data, (2011)

Figure 4.3 Truancy



Source: Field data, 2011

According to students who responded to the questionnaires, 47(85.5%) respondents agreed that truancy was a common problem and only 8(14.5%) respondents disagreed.

During FGD in school **X5**, students explained that, truants in school occur in different forms: either students may decide to stay at home or in other places rather than home without any reasons or they may disappear even without their parents' or classroom teachers' awareness.

The findings showed that, there was the issue of truants which was observed especially in schools whereby the students left home early in the morning with the intention of going to school but did not reach school. Instead they hung around at bus stops or in ghetto areas. Parents thought that they had gone to school while not, and teachers thought that the students were perhaps sick or got any problem.

Documentary review showed that from a written report of one discipline committee meeting from school **X1** 27 students were expelled from school due to exceeding truancy for six months without any reason or information sent to school. These were 21 form two students, 4 form three students and 2 students of form one.

The issue of truants is serious in our schools. School management, teachers, and communities are seeking effective ways to deal with students who are habitually truant and to prevent truancy in the future. However, the reasons as to why students fail to attend school are multifaceted and complex. Causes can occur at the individual, family, school environment and community levels. The uncondusive environment in schools which made students find it easier to be anywhere else except in school has been a result of truancy. When a school is described as unsafe, uncaring, unsupportive, uninteresting or irrelevant, it tends to encourage the rate of truancy among students. The important school factors affecting truancy rates include bullying and teaching methods perceived as boring by students. Cooney et al, (2007) in their study observed that, there is strong evidence that it is primarily these five aspects of school environments safety, caring adults, academic support, and interesting and relevant classes that students weigh most heavily in deciding whether or not to attend school regularly. If the school environment is not conducive for the student to be around, students find themselves to be somewhere else other than the school, for example, ghetto, loitering around bus stops, etc.

4.1.3.3 Sexual Affairs in Schools

Sexual affairs were also the indiscipline issue found. This was found to be a bit complicated. It was found that there were students who engaged in sexual acts with other students as well as between the students and their teachers.

The assistant head of school from school **X2** during interview had this to report:

“In my school, one student was asked to go home so that she could obtain school fees. Instead of going home, she decided to visit her boy friend in a Ghetto from 11/1/2010 up to 14/1/2010. No one knew where the girl went, neither parents nor teachers. The searching work was done and she was found in a ghetto with four boys, whom she admitted to have sexual relationship with. The student was punished and suspended from school”.

From this incidence, one would wonder, who was the culprit, the teachers who expelled the student, and the four boys who raped the girl or the girl herself?

Again, in a black book of school **X1**, a certain girl student fought with her fellow girl student and used abusive languages just because of love affairs with a boy. On 29/4/2004, the discipline committee conducted a meeting with their parents and decided to suspend all of them for a month.

In school **X5**, it was documented that: a boy student of form three and a girl student had sexual intercourse around the school compound, and the incidence was witnessed by the watchman. The students admitted the case in the discipline committee. The punishment was to dig a hole in the school farm and planting trees around the school compound. They also got four strokes in front of their fellow students. These students were suspended for one month from 31st October up to 30 November 2003.

The issue of sexual affairs in school among students was another challenge in schools. It is occurring among students themselves and sometime with teachers or even outside the school compound. This has affected the discipline of students in schools. In the study done by Yahaya and Suari (2003) on the relationship between dating, love and social anxiety among the secondary school students in Malaysia, the results from the study have shown that the students perceptions and involvement in sexual affair and social anxiety are at high levels while the most dominant love style among the students is 'pragmatic love style'. However, they found that, there were significant differences between students who were involved in dating in relation to races and standard of living, sex in relation to gender and love affair in relation to races.

4.1.3.4 Fighting in Schools

The findings of the research showed that, fighting among students was among the most common discipline problems in schools, as students tended to fight due to different reasons one of which was love affair.

For example, it was observed during FGD with students in school **X3** that, there were two boys of form who were fighting due to love affair with their fellow form two girl. The case was reported to discipline mistress. Then, the discipline committee gave them the punishment of four strokes in front of the school assembly and suspended them for two weeks and was then assigned to clean toilets after reporting to school.

In documentary review on black book from school **X2**, it was reported that, two form three boy students fought each other at school because of a girl (form two) student. The discipline committee met and decided a corporal punishment followed by a one week suspension. When they resumed studies, they were assigned to clean toilets for one month, 1st March up to 31st March 2011.

There are some fightings among students due to other reasons. During FGD with students in school **X4**, they pointed out that:

“There was an incidence whereby a late coming student hit a teacher on the forehead because he was supposed to be punished by the teacher on duty due to coming late at school. This incidence occurred when the teacher on duty chased the student along the school corridor and another teacher was trying to catch him. In this fracas, the student decided to hit (fight) the teacher who was trying to catch him. The incident was reported to the school discipline committee. The punishment was corporal followed by two weeks suspension”.

Again, during interview with a teacher in school **X1**, she described that there was a time when the school management suspended about seven students for a month. The reason was that they fought using knives during sports day at school.

The cases of fighting in schools have been one of the common challenging problems. These normally occur in school or when the class hours are over, when they are on their way home. The study by Eliazov and Frank (2000:22) shows that knives were identified as being present in all schools which students used for fighting while in 11 (55%) out of 20 schools, pupils were found to be in possession of firearms which were threat for fighting in schools.

Taking all these into consideration, one cannot ignore the reality that fighting in our schools does occur, emphasizing the proactive role that teachers, heads of schools, parents and all stakeholders need to play to address high levels of fighting in schools and to provide a safer learning environment for every learner and teacher.

4.1.4 Strategies Used by School Management in Disciplining Students

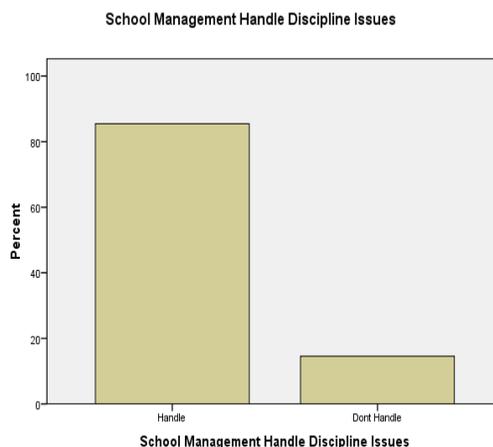
The researcher wanted to know how school management handled discipline issues. The students were asked to give their views and opinions. This is supported by the research data below.

Table 4.4 School Management Handles Discipline Issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Handle	47	85.5	85.5	85.5
	Do not Handle	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Source: Field Data, (2011)

Figure 4.4 School Management Handles Discipline Issues



Source: Field data, 2011

Results from students' questionnaires showed that 47(85.5%) respondents out of 55 indicated that, the school management handled discipline depending on the extent of the problem; while 8 (14.5%) respondents pointed out that the school management used weak strategies in handling discipline problem in school.

Furthermore, in questionnaire there was a question asked to students that intended to know how teachers punish students once they misbehave or violate rules and regulations. The results showed that, the handling of indiscipline issues among students was mainly done through corporal punishment, which was supported by 52 (94.5%) respondents, followed by students to be assigned to clean school compound which was supported by 45(81.8%) respondents. Suspension was also mentioned by 43 (78.2%) respondents followed by expulsion which was supported by 21 (38.2%) respondents, and the last was for the school management calling a student's parents

or guardians so that it could discuss with them concerning the discipline of their children.

This indicates that, according to the findings, corporal punishment was one of the preferred means of handling or punishing students once they misbehaved at school. The use of corporal punishment in disciplining a student seems to be in consistent with Mc Gregory's theory X. Punishment becomes the priority rather than the last resort in for most teachers in school. This is supported by the study carried out in Tanzania by Kihwili (1981) on attitudes of teachers, students and parents on the use of corporal punishment. Kihwili found that, both parents and teachers were in favor of corporal punishment to students who violated the school rules. They took punishment as the most effective way of maintaining discipline at home and at school. The general analysis of corporal punishment in Tanzanian schools indicated that the corporal punishment is still the most frequently form of checking, shaping and reforming children's behavior (Moiro, 2003).

The students during FGDs believed that all the administrators and teachers in education area were using corporal punishment as a disciplinary measure and therefore they considered it "natural" to receive such treatment. Administrators and teachers in school use violence such as hitting, spanking, kicking, scolding, and insulting as a disciplinary tool. This is also the case in USA. According to Dupper (2008), it was found out that corporal punishment in public schools was legal in 21

of our U.S. states and was most frequently used in the Southeast and Southwest regions of the country.

However, corporal punishment is an ineffective means of discipline, because the same students are repeatedly the recipients of it. Corporal punishment does not teach a child appropriate behavior, but only suppresses the undesirable behavior when the punisher is nearby. Hence, it should be used with intensive care as many studies have shown that corporal punishment causes serious physical and psychological harm to large numbers of students in school. Carey (2003) found that, when physical punishments fail in their intended effect, that is, the reduction of undesired behaviour, it is often intensified, resulting into serious injuries to students. Apart from the infliction of pain and the physical injuries which often result from the use of physical punishments, these violent disciplinary methods also have negative impact on students' academic achievement and long-term well-being (McCarthy, 2010).

However, Eggleton (2001) in his study draws attention to the fact that corporal punishment is an ineffective technique to discipline students because (as cited in Hyman, 1996) it negatively affects self concept. Corporal punishment may be used as a tool to suppress negative behavior temporarily and it does not teach a new behavior. In order to avoid corporal punishment, Eggleton (2001) suggests to the principals and other administrators that they need to be seen regularly, establish mutual support with teachers and develop strategies for reducing school discipline which must be assessed continuously for their impact on school climate.

The question was also given during the interview with teachers, on how the school management handled indiscipline behaviour. One of the teachers from school **X3**, reported that:

“In school, punishment like corporal, digging holes, suspension, expelling students from school are given to students. However, in some circumstances, the head of school and teachers did not co-operate in handling discipline issues among students. Everyone is busy with teaching and her or his personal affairs rather than discipline of students. The school management did not make any follow up on students in case they were found with any disciplinary problem; the whole disciplinary case is left to a teacher who provides that punishment to a student”.

Again, one student during FGDs at school **X3** reported that:

“.....Sometimes teachers are scared to discipline students, especially to punish the bigger boys, and the naughty students do not react towards soft-hearted teachers when they try to enforce discipline”.

Furthermore, during the interview, a teacher at school **X1** argued that, handling the indiscipline cases among students was a big challenge and teachers were really demoralized by the school management which did not give them support and co operation.

The head of school as a leader has a great role to play in school so as to ensure good discipline among students. The head of school leadership behaviour has a lot of influence on discipline issues. Ekundayo (2010) who conducted a study on principal's leadership behaviour as a determinant of effectiveness of secondary schools found that principals did not involve their subordinates in their daily routine administrative duties including discipline issues. This may result into teachers not to work effectively on monitoring discipline problems among students in school. The

behaviour of leaders was one of the major factors influencing the productivity of subordinates in the school system (Babayemi, 2006).

4.2 School Rules and Regulations Affecting the Discipline of Students

Among the objectives of the study was also to investigate the extent to which school rules and regulations affected the discipline in secondary schools. The research looked at the knowledge which the respondents had on the school rules and regulations and they were formed.

The intention was to know whether teachers and students were aware of school rules and regulations. The question asked was: *Do you know rules and regulations in your school?* This question was posed to all 132 respondents: teachers, students, discipline masters or mistresses, assistant heads of schools and heads of schools. This was because the researcher wanted to get the respondents' understanding of the rules and regulations which guided the day-to-day behaviour of students in school.

Some of the rules and regulations mentioned were: students are not allowed to fight, be pregnant while in school, drink alcohol, smoke, use abusive language, visit bar or night club, strike, steal, be late at school, have improper school uniform, engage in any love affairs with a fellow student or teacher, truancy or miss school without genuine reasons, disrespectful just to mention a few.

The respondents said that their schools had rules and regulations which acted as guiding principles for controlling students' behavior, and mentioned some of them. To have the rule and regulation is one thing and putting them into practice is another

thing. Adams (2003) supports this argument by saying that, school rules and regulations are among the strategies designed to instill good conduct of students such as self control, orderliness, good behavior and obedience to school authority. However, school rules are not only supposed to indicate the appropriate behaviour that is accepted at school; students should also know what the consequences will be for transgressing these rules (Smit, 2010). Without clear, written and unambiguous rules, schools cannot claim that learners know what is expected of them.

4.2.2 Formulation of School Rules and Regulations

The question on who were responsible and involved in the formulation of school rules and regulations was asked to students, heads of schools, and teachers. The research findings from students' questionnaire on the issue of school rules and regulation showed the following reaction in the table below.

Table 4.5 Involvement of Students in the Formulation of School Rules and Regulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Answer	2	3.6	3.6	3.6
	YES	11	20.0	20.0	23.6
	NO	42	76.4	76.4	100.0
	Total	55	100.0	100.0	

Source: Field Data, (2011)

From questionnaires, it was revealed that in the formulation of school rules and regulations students were “not” involved because 42 (76.4%) respondents said the students were not involved and 11(20%) respondents said “yes” they were involved and only 2(3.6%) respondents had no answers.

Likewise, results from students in the FGD showed that 25(71.4%) respondents said they got the school rules and regulations from the joining instructions form. This was also supported by a teacher in school **X1** during interview, who said that:

“....the school rules and regulations were made known to students at the assembly during the opening and closing of the school”.

Students in schools must be attentive on issues pertaining to the formulation of school rules and regulations. From the foregoing discussion, it can be seen that students are not given chances to participate in the formulation of the rules and regulations and when they are formed, they are not discussed or enforced in school leading to violation of some or all of them. In examining the relationship between school rules and discipline in a co-education school in Canada, Lufter (1979) reported that students at the beginning of the term, when school rules were introduced, discipline was high but when it happened that there was no enforcement of those rules and regulations indiscipline occurred.

In FGDs, about 25 students out of many respondents argued that, when they joined form one they were given the school rules and regulations. Then, they left the joining instructions form at home, some joining instruction forms got lost before they had

time to go through them. These students pointed out that, the school rules and regulations were pinned in the head of school's office and one could need them only if she or he happened to be in the head of school's office. Students suggested that if these rules and regulations were pinned on the school notice board or in each classroom, they would access them easily. They commented that, the school management read the rules and regulations in the assembly when the students had violated the rules and/ or regulations and they were about to be punished.

The school rules and regulations govern the students' behaviour when they are at school, so they must be spread around school and made known to all students. Omary (1995) observed that, it has been observed in many schools that rules and regulations are well written and pinned in the heads of schools' offices or discipline masters' or mistresses' offices with less enforcement and implementations. The study by Mizengo (2008) on discipline and performance in primary schools suggested that the school rules and regulations should be frequently read to students especially those which are regularly broken.

However, the results from the heads of schools and discipline masters or mistresses who were interviewed showed that, the Ministry of Education and Vocational Training (MoEVT) is the one which prepares and formulates a large percent of school rules and regulations and asks the heads of schools to make sure that students follow them in schools.

On the other hand, one head of school from school X2 described that in his school there were by-laws established by the school board in agreement with teachers without involving students. The students were asked to follow without questions.

The issue of having by-laws in schools is good but the school management has to handle it with care because if the rules and regulations are not clear they can lead into problems at school. Goodman's (2006) report on research in 600 secondary schools in which they found that unclear or unfair rules which were inconsistently enforced were associated with poor discipline in schools.

4.3 Ways in which Indiscipline Affects Academic Performance of Students

The last objective was to examine how indiscipline affects performance of both teachers and students. The question was given to heads of schools, discipline masters or mistresses, teachers and students to give their opinions on how indiscipline of students affects academic performance. The question was: *Does indiscipline affect performance of both teachers and students?*

4.3.1 Students' Discipline and Academic Performance

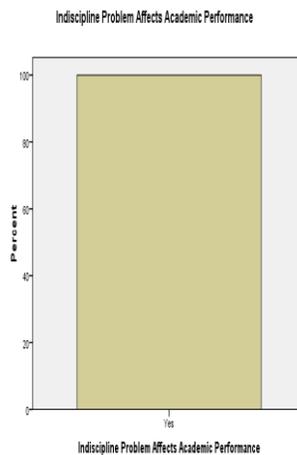
The results from students' questionnaires showed that 100% agreed that the students' discipline affected their academic performance, as shown in table 4.6 below.

4.6 Indiscipline Problem Affecting Academic Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	55	100.0	100.0	100.0

Source: Field Data, (2011)

Figure 4.6 Indiscipline Problem Affecting Academic Performance



Source: Field data, 2011

From the findings through questionnaires of students, all 55(100%) respondents agreed that indiscipline behaviour of a student affects academic performance. It means that when a student misbehaves in school, he or she cannot catch up well with studies. As a result he or she cannot do well in academic because of low concentration on studies.

Follow up questions in FGD showed that indiscipline affected performance. They gave different illustrations below supporting their views:

For example, students' FGD in school **X3** described that, if a student stays at home for two or three weeks due to suspension, he or she misses a lot of lessons, as a result he or she will lag behind in studies thereby failing to perform well academically.

If a student does not attend classes well there are lots learning missed, hence faces difficulties to catch up with lessons. Similar observation was identified in Ghana by Etsey (2005) who investigated the performance rate of schools in Shama Submetro. His findings indicate a correlation between low performance and school lateness and absenteeism. Many students who arrived late or missed part of class sessions, their performance was much lower than those who were punctual and attended classes regularly. This is supported by Matsoga (2003) who observes that, students discipline problems such as truancy, absenteeism, stealing and fighting among the secondary school students result into low academic performance in school.

Similarly, the discipline master of schools **X5** and **X7** argued that, most of the truants were the ones who led in academic failures because the tests, exercises and examinations given to students were prepared basing to what had been taught in the class. The truants' failed because they missed a lot of learning activities which took place in classes.

Furthermore, the FGDs by students in school **X1** indicated that, most students with alcoholism, smoking, truancy and fighting characters in school tend to have low concentration on studies, as a result, lead into poor academic performance.

Students have to concentrate on studies so as to succeed, and they should stay away from all forms of indiscipline characters like smoking, truants, fighting to mention a few. Zentner (2001) in USA identified the relationship between discipline and academic performance. Using regression analysis to predict truancy, suspension and expulsion, Zentner found a strong correlation between truancy and low academic performance. According to him, schools with high truancy had high suspension and expulsion rates.

Additionally, Cooney et al (2007) found out that, truancy often has immediate consequences for students in terms of reduced academic achievement because students have more limited opportunities for learning when they are absent from class.

Furthermore, if students misbehave before a teacher in a class, that teacher will not feel comfortable to teach freely in a class that misbehaved. Similarly, in FGDs with students from schools **X5** and **X3**, it was revealed that, if a teacher is abused or fought by students, he or she is demoralized to teach in a class or staying in school with stubborn students. This has also been supported by the discipline master from school **X6** during interview, who said that:

“.....teachers tend to hate a class with stubborn students, thus they do not teach properly in that class”.

Additionally, in FGD, students from school **X2** described that, teachers were not ready to provide academic assistance to indiscipline students, as they tended to hate them. Thus, if the students are hated by their teachers where can they get support on academic issues in school?

Actually, in schools, a teacher needs to be comfortable with the class he or she is teaching. The findings obtained by Sugai and Horner (2001) in their studies revealed that, if schools and classrooms are disorderly, teachers tend to be ineffective, as a result, ineffective teaching impacts on students' low achievement.

Discipline mistress in school **X7** during interview explained that, the students who got pregnant were affected psychologically as they did not concentrate on studies hence poor academic performance in class.

The psychological effect of a girl influences her academically. When a girl is psychologically affected, she cannot concentrate well on studies. This showed that, when a student is pregnant and fails to finish school has undermined girls' psychological development and as such their future life is misty (Zombwe et al, 2010).

4.4 Conclusion

This chapter has presented, analyzed and discussed different information from assistant heads of schools, discipline masters or mistresses, teachers and students who gave their ideas and views on the influence of school management on students' discipline in Dodoma region. The analysis and discussion were done basing on the objectives of the study: finding out the extent to which school management played a role in maintaining discipline, investigation of the extent to which the school rules and regulations affected discipline of students and examining how the students' discipline affected academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary, conclusion and recommendations based on the findings of the study. It is organized into four sections. The first section presents the summary of the study. The second section gives the conclusion of the study and the last section provides the recommendations of the study including suggestions for further research on the area.

5.1 Summary of the Findings

The overall objective of the study was to examine the school management and its influence on students' discipline in secondary schools. The specific objectives were: to find out the extent to which school management played a role in maintaining discipline, to investigate the extent to which school rules and regulations affected the discipline of students and to examine how indiscipline affected performance of both teachers and students in schools.

The rationale of this study was to provide insights to the heads of schools, assistant heads of schools, discipline masters or mistresses and teachers on how to manage their schools effectively in the area of discipline. Also, the results would be made available for future plans on the policies related to discipline of students in secondary schools.

The theoretical framework employed for guiding the study, based on the human relation theory developed by Douglas Mc Gregory. In his theory, he developed theory X and theory Y as two extreme assumptions on how people in the organizations can be viewed and managed.

The study employed mainly qualitative research approach with a bit of quantitative research approach. Data were collected through questionnaires, interviews, focus group discussion and documentary review. Data analysis for questionnaires was done through SPSS Version 16, but for interview and focus group discussion and documentary review were analysed qualitatively.

The study was confined to Dodoma region whereby two districts, Dodoma municipality and Chamwino were involved. Four schools in Dodoma Municipality and three schools in Chamwino district were involved. Respondents were heads of schools, assistant heads of schools, discipline masters or mistresses, teachers, and students. Total sampled population for the study was 132 whereby students were 68.2% (90) of all respondents and the rest were 31.8% (42). The findings of this study based on the objectives have been presented and analysed, a brief description of the respondents has been given through words and tabulation.

The findings indicated that the level of discipline in secondary schools was very low. The most prevalent cases of indiscipline included early pregnancies, truants, fighting, sexual affairs, improper uniform, late coming and stealing other students' property.

The school management utilized different methods for dealing with indiscipline cases in secondary schools. The main methods used were corporal punishment, cleaning school compound, suspension, expulsion and lastly is for the school management called a student's parents or guardians so that it discuss with them the discipline of their child.

It has been noted that the school management rarely meets students. Dialogue with students to discuss discipline matters is conducted when there is a rise of indiscipline problem in school and during school Baraza in the opening or closing of the school. It has been observed that, the school management infrequently communicates with parents on issues pertaining to their students' discipline at school.

The school management still has a challenge of students who do not obey school rules and regulations much as they are given copies and therefore violate them despite the fact that they are aware of the rules and regulations. Students are given copies of school rules and regulations when they join form one. Surprisingly it has been noted that most of them left the copies at home. Some joining instructions forms got lost before they had time to go through them. Many students just abandon the copies without reading them. The school rules and regulations were pinned in the heads of schools offices and one could see them only if she or he happened to be in the heads of school's office. The school management read the rules and regulations in the assembly when the students had violated the rules and regulations and were about to be punished.

The findings indicated that, students were not given chances to participate in the formulation of the rules and regulations. When they were formed, they were not discussed or enforced in school leading to the violation of some or all of them.

The cooperation issue was raised at schools. The school management had low co operation in dealing with discipline among students, thus the work of discipline among students was left to the discipline master or mistress alone.

Indiscipline affects academic performance of the students. Students who misbehave in school cannot catch up well with studies hence cannot do well at academically because of low concentration on studies. Again, if students stay at home for two or three weeks due to suspension, they miss a lot of lessons and are likely to lag behind on studies. Likewise, the truants fail because they miss a lot of learning activities which take place in classes. This also happens to the students who get pregnant; they are affected psychologically as they do not concentrate on studies hence poor academic performance. Misbehaved students in a classroom make teachers uncomfortable to teach freely; they tend to be demoralized to teach in a class or staying in school with stubborn students, as a result, it affects students' performance.

5.2 Conclusion

Discipline among students has attracted serious attention of scholars and administrators. The school management needs to ensure discipline among students in schools so as to achieve effective teaching and learning. Basing on the findings of

this study, it is wise to conclude that discipline in school is still a challenge among students; there are common indiscipline issues which have been found like early pregnancy, truancy, stealing, fighting, late coming to school and improper uniform. The school management has a great role to play in ensuring good discipline among students. However, different punishments were given like corporal punishment, cleaning the school compound, suspension, expulsion and lastly the school management called a student's parents or guardians. It is evident that the school management needs to explore more amicable ways of dealing with students' discipline issues. Rules and regulations of school have to be emphasized through regular discipline meetings. School rules and regulations being available on the student's joining instructions forms alone and in the heads of schools' offices is a problem. Students tend to forget them, so the school management should ensure that they are available on noticeboards and in the classrooms for students to read them frequently. In case of rules and regulations being broken, the punishment provided should be the one which will not harm a student physically or psychologically. On the other hand, indiscipline affects students' performance, so the school management needs to emphasize on good behaviour among students so that they can concentrate on studies thus improving on their academic performance.

5.3 Recommendations

5.3.1 Recommendation for Actions

Based on this study of school management and its influence on discipline in secondary schools, the researcher recommends the following:

- a) School rules and regulations need to be emphasized and given enough awareness so as to enable students understand them. These will help to prescribe the standard of behavior expected of students and teachers.
- b) The school management should adhere to the regulations prepared by the Ministry of Education and Vocational Training on the National Education (Corporal Punishment) Regulations of 1979 made under section 60 (0) when punishing a student to avoid dependence on corporal punishment other means of disciplining students should be suggested and instituted.
- c) The school management should ensure that the school calendar provides time for meetings where students and teachers will discuss disciplinary issues, and then the teacher will have opportunity to remind the students on school rules and regulations. Dialogue with students to discuss discipline matters, rules and regulations as well as issues that affect them on regular basis should be considered as a priority.
- d) The school management should make sure that there are sessions of counseling and guidance to students so as to prevent the occurrence of offences other than punishing the offenders. Teachers should be trained on how to provide guidance and counseling to their students because is an effective method of dealing with indiscipline in school as it addresses the problem and its root cause.

e) The school management and parents need to work together as a team on students' discipline, and the disciplinary issues should not be left to the school management or teachers alone. A parent-teacher partnership against students' indiscipline should be established. Both parents and teachers should educate students on the impact of indiscipline in the school. Parents need to be involved in everything related to academic performance of their children as well as discipline. Effective communication is essential in schools for coordination of school activities as through communication, parents will be aware of the day-to-day happenings in the school including their children's discipline. It is therefore imperative that communication in schools be improved for higher standards of discipline to be realized.

5.3.2. Recommendations for Future Research

This study was specifically carried out in Dodoma region. However, there are many other regions in Tanzania where the same research can be carried out to assess the school management and its influences on discipline in secondary schools. Again, research can be done so as to investigate the relationship between heads of schools' (principals) management approaches and students' discipline in secondary schools. Further research can be carried out focusing on the influence of discipline management and students' academic performance in the country.

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APPENDICES

APPENDIX 1: Interview Guides for Teachers, Heads of schools, Assistant Heads of Schools and Discipline Masters or Mistresses

1. Do you know any rules and regulations in this school? What are they?
2. How are school rules and regulations formulated?
3. Who is responsible for formulating these rules and regulations?
4. To which extent do students violate school rules and regulations?
5. Are there specific rules that students normally violate?
6. Can you give me reasons that you believe to be the causes for students to violate these rules?
7. What is your perception of discipline?
8. In your opinion, do you think students in schools are disciplined?
9. What is the normal process of disciplining students in this school?
10. Can you give me specific example in disciplining students?
11. What is your perception of good school management?
12. What do you consider to be the role of school management in school discipline?

Thank you for your cooperation

APPENDIX 1: Muongozo kwa Ajili ya Majadiliano na Waalimu, Wakuu wa shule, Wakuu wa shule Wasaidizi pamoja na Mwalimu wa Nidhamu

1. Je, unafahamu sheria na taratibu zozote zilizopo katika shule yako? Zitaje?
2. Namna gani sheria na taratibu zinatungwa shuleni hapa?
3. Nani wanahusika katika kutunga sheria na taratibu za shule?
4. Ni kwa kiwango gani wanafunzi wanavunja sheria na taratibu za shule?
5. Ni sheria gani za shule huwa zinavunjwa mara kwa mara na wanafunzi?
6. Unaweza kunipa sababu ambazo zinasababisha wanafunzi wavunje sheria na kanuni za shule?
7. Unaelewaje au una mtazamo gani tunaposema au tunapo zungumzia suala zima la nidhamu?
8. Kwa maoni yako unadhani wanafunzi katika shule yako wananidhamu?
9. Taratibu zikoje kwa kawaida katika kuwafanya wanafunzi wawe na nidhamu katika shule hii?
10. Unaweza kunipa mifano ya jinsi mnavyodhibiti suala la nidhamu kwa wanafunzi?
11. Unaelewa nini kwa mtazamo wako tunaposema utawala bora wa shule (Uongozi bora wa shule) ?
12. Nini wajibu wa utawala wa shule (Uongozi wa shule) katika suala zima la nidhamu shuleni?

AHSANTE KWA USHIRIKIANO WAKO

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

a) Introduction and Purpose

Dear students, this questionnaire intends to collect information on discipline issues among students of secondary schools in relation to the school management. This is my master's research area. I am a Master's Student from the University of Dodoma. You are among the chosen to participate in the study. I appreciate your willingness to support my research. All information obtained from you will be used only for the purpose of this research and will remain completely confidential.

b) Background Information

Name of your school: **Form:**

Age..... **Sex:** Male () Female ()

1. How is the state of students' discipline in this school?

Good () Average () Bad () {Tick the appropriate response}

2. What kind of indiscipline problems are common to your school? Put a tick (✓) to a common problem in your school.

Indiscipline Problem	Common	Not common
Strikes		
Fighting,		
Fire and burning of school's properties		
Early pregnancies		
Smoking		
School heads locked-out by students		
Truancy		
Stealing		
Alcoholism		
Indecency dressing		
Verbal abuse		
Coming late		
Leaving early		

If there are others, please mention them.....

.....

3. In your opinion, how does school management handle discipline issues?

.....

.....

4. Please mention all rules and regulations that you know in your school

.....

.....

.....

5. In your opinion, do you think students are involved in the formulation of school rules and regulations? Explain.

.....

7. How do teachers punish students when they break school rules?

.....

8. What is the common punishment given to students when they misbehave? Mention them.

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

9. Who is allowed to punish students once they misbehave at school? Put a **tick** (v) to the appropriate person who is responsible or a **cross** (x) to a person not responsible.

Person	
Head of school only	
Assistant head of school	
Discipline master or mistress only	
Teachers	
Prefects	
No one is allowed to punish	
Any other, mention	

10. Do indiscipline problems affect academic performance?

Yes () No () {Tick the appropriate response}

If the answer is Yes, explain how.....

.....

11. What strategies do teachers' to make sure that students are disciplined and perform well in academics? Mention them.

.....

.....
.....

12. What do you think need to be done to ensure proper discipline in school?

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

Thank you for your cooperation

APPENDIX 2: DODOSO KWA WANAFUNZI

a) Utangulizi na Madhumuni

Wanafunzi wapendwa, dodoso hili linamadhumuni ya kukusanya taarifa kuhusiana na suala zima la nidhamu katika shule za sekondari. Mimi ni Mwanafunzi wa Digrii ya Pili (Udhamili) ya Elimu katika Chuo Kikuu Dodoma (UDOM). Wewe ni kati ya watu ambao nimependa washiriki katika utafiti huu. Ninashukuru kwa utayari wako katika kushirikiana kujibu maswali yaliyo andaliwa. Taarifa zote zitakazopatikana ni kwa ajili ya utafiti huu wa kimasomo tu nasio kwa ajili ya kupeleka mahali pengine popote pale nje ya masomo yangu.

Jina la Shule: **Kidato:**

Umri :..... **Jinsi:** Kiume () Kike ()

1.Hali ya **nidhamu** ya wanafunzi shuleni kwako ikoje?

Nzuri () Wastani () Mbaya () {Weka tiki (v) kwenye jibu sahihi}

2. Aina gani ya **utovu wa nidhamu** ambao **kwa kawaida** upo katika shule yako?

Weka tiki (v) kwenye huo utovu wa nidhamu.

Utovu wa nidhamu	Nikawaida	Siokawaida
Migomo		
Kupigana		
Kuchoma moto vifaa na mali za shule		
Mimba za utotoni		
Uvutaji wa sigara		
Kumfungia mkuu wa shule ofisini		
Utoro/ kutohudhuri shuleni		
Wizi shuleni		
Unywaji pombe		
Uvaaji mbaya wa sare ya shule		
Matusi/ lugha chafu		
Kuchelewa kuja shuleni		
Kuondoka mapema shuleni		

Kama kuna aina nyingine za utovu wa nidhamu shuleni ambazo hazija orodheshwa hapo juu zitaje

.....

3.Kwa maoni yako ni kwa namna gani **uongozi au utawala** wa shule unashughulikia suala zima la nidhamu?. Eleza,

.....

.....

.....

4. Tafadhali naomba **utaje sheria na kanuni zote za shule** unazozifahamu.

.....

.....

.....

.....

5 .Kwa maoni yako, je unafikiria wanafunzi **wanahusishwa** katika kutunga sheria na kanuni za shule hii ? Eleza.

.....

 6. Ni kwa jinsi gani au namna gani walimu **huwaadhibu** wanafunzi wanapo vunja sheria za shule? Eleza.

.....

 7. Ni **aina gani ya adhabu** ambazo kwa **kawaida hutolewa** kwa wanafunzi wanapokuwa watovu wa nidhamu shuleni? Zitaje adhabu hizo.

.....

 8. Ni **nani anaruhusiwa** kuwaadhibu wanafunzi mara wanapoonyesha au wanapokuwa na utovu wa nidhamu shuleni?

Weka alama ya tiki (**v**) kwa mtu anayeruhusiwa na alama ya mkasi (**x**) kwa mtu asiyeruhusiwa.

Mhusika	Alama (v) au (x)
Mwalimu mkuu tu	
Mwalimu mkuu msaidizi	
Mwalimu wa nidhamu	
Waalimu	
Viranja	
Hakuna mtu anaruhusiwa kumwadhibu mwanfunzi	
Kama kuna wengine taja.....	

9. Je unadhani utovu wa nidhamu **unaathiri** kiwango cha **taaluma (elimu)** kwa **wanafunzi** shuleni?

Ndiyo () Hapana () { Weka tiki (v) kwenye jibu sahihi }

Kama jibu ni **Ndiyo** kwa swali la (9) eleza nikwa namna gani

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

10. Ni **mbinu gani** au **utaratibu gani** ambao walimu huwa wanatumia kuhakikisha wanafunzi wanakuwa na nidhamu huku wakifanya vizuri katika masomo hapa shuleni. Zitaje.

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

11. Unadhani **nini kifanyanyike** kuhakikisha shuleni panakuwa na **nidhamu nzuri**?

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

AHSANTE KWA USHIRIKIANO

APPENDIX 3: Guiding Questions for Students' (Prefects) Focus Group

Discussion

1. Do you know any rules and regulations in this school? What are they?
2. How are school rules and regulations formulated?
3. Who is responsible for formulating these rules and regulations?
4. To which extent do students' violate school rules and regulations?
5. Are there specific rules that students normally violate?
6. Can you give me reasons that you believe to be the causes for students to violate these rules?
7. What is your perception of discipline?
8. In your opinion, do you think students in schools are disciplined?
9. What is the normal process of disciplining students in this school?
10. Can you give me specific examples in disciplining students?
11. What is your perception of good school management?
12. What do you consider to be the role of school management in school discipline?

Thank you for your cooperation

**APPENDIX: 3: Muongozo kwa Ajili ya Majadiliano katika Kikundi cha
Wanafunzi Viranja wa Shule**

1. Je unafahamu sheria na taratibu zozote zilizopo katika shule yako? Zitaje?
2. Namna gani sheria na taratibu katika shule zinatungwa shuleni hapa?
3. Nani wanahusika katika kutunga sheria na taratibu za shule?
4. Ni kwa kiwango gani wanafunzi wanavunja sheria na taratibu za shule?
5. Ni sheria gani za shule huwa zinavunjwa mara kwa mara na wanafunzi?
6. Unaweza kunipa sababu ambazo zinasababisha wanafunzi wavunje sheria na kanuni za shule?
7. Unaelewaje au unamtazamo gani tunaposema au tunapo zungumzia suala zima la nidhamu?
8. Kwa maoni yako unadhani wanafunzi katika shule yako wananidhamu?
9. Taratibu zikoje kwa kawaida katika kuwafanya wanafunzi wawe na nidhamu katika shule hii?
10. Unaweza kunipa mifano ya jinsi mnavyo dhibiti suala la nidhamu kwa wanafunzi?
11. Unaelewa nini kwa mtazamo wako tunaposema utawala bora wa shule (Uongozi bora wa shule) ?
12. Nini wajibu wa utawala wa shule (Uongozi wa shule) katika suala zima la nidhamu shuleni?

AHSANTE KWA USHIRIKIANO WAKO

APPENDIX 4: Documentary Review Checklist

School Name.....

This documentary review will involve the minutes of school board and discipline committee, punishment record sheets of students, school rules and regulations, records and reports of students' discipline matters.

Review Focus	Present	Not Present	Status	Comment
Minutes of school board related to discipline				
Minutes of discipline committee				
Punishment record sheet				
School rules and regulations				
Records and reports of students' discipline.				