

**REDEFINING DISCIPLINE IN A CONTEMPORARY SCHOOL SETTING:  
EMPIRICAL EVIDENCE FROM KASULU**

**NOEL JULIUS NTAWIGAYA**

**A RESEARCH SUBMITTED IN PARTIAL FULFILLMENT OF  
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF  
THE OPEN UNIVERSITY OF TANZANIA**

**2016**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania (OUT), a dissertation titled: *“Redefining discipline in a contemporary school setting: Empirical evidence from Kasulu,”* in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy studies of The Open University of Tanzania

.....

Dr. Kyando Newton

**(Supervisor)**

.....

Date

**COPYRIGHT**

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or The Open University of Tanzania (OUT).

**DECLARATION**

I, **Noel Julius Ntawigaya** do hereby declare that, this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to the Almighty God who has helped me in whatever I used to do in especially in my studies, my parents, my wife Tumaini and my daughters Lilian and Vicky for their prayers and love they shown to me during all the time of my study through which I used to be busy.

## ACKNOWLEDGEMENTS

Glory and honour is to the Almighty God of the Universe who granted me with physical, mental as well as psychological strengths throughout the time I worked on this dissertation. I am heartily thankful to the Almighty God because receiving a Master degree was a dream which eventually came to be true. I remain convinced that the investment of effort, time and financial resources was wise for personal and academic development.

In the long journey, through the dissertation process, I have been fortunate to have benefited from the academic support and professional guidance of some very thoughtful people without whom this study could have not been successfully accomplished. First and foremost, I would like to extend my heartfelt thanks to Dr. Kyando Newton, my supervisor, for his tireless and continual academic support, technical guidance as well as encouragement throughout the course of my research. His help and knowledge passed will not be forgotten. My heartfelt thanks are due to my lovely wife Tumaini, my lovely daughters Lilian and Vicky and other relatives, I real love them all and may God bless them abundantly for the greatest moral, spiritual and material support that I used to get from them .Also I appreciate Mr Kachenke the headmaster of Rev. A. Bungwa sec. school and his academic officers and my fellow workers at Rev. A. Bungwa sec. school for their concern and unending support during my study program may God highly bless them.

I delightedly extend my thanks to my friends Mr. Michael Joseph and Elasto Yeguza for their great support of ICT skills especially in arranging this work may God bless them

abundantly. In line to this I put much thanks to Mr and Mrs Mchayano for their support may God bless them.

Lastly I give my thanks to all research participants for their boundless assistance and provision of important data which were crucial for successful completion of my study.

**ABSTRACT**

The main focus of this study was to redefine discipline in a contemporary school setting with empirical evidence from Kasulu District. In order to achieve this purpose, the study was guided by three research objectives. The first objective in this study was to determine the way stakeholders define discipline in a school setting in Kasulu District. The second objective of the study was to determine stakeholder's perception on how discipline in a school setting is maintained. The third objective of the study was to investigate the issues emerging in discipline control in school setting. The study used a mixed research approach which employed both quantitative and qualitative research approaches. About 160 respondents were used and data were collected through questionnaires and interviews. Findings revealed that in a contemporary school setting discipline should be different to that interpretation persisted for a long period of time where this word suffered negative connotations especially in school setting but today discipline need to be defined beyond the school setting considering the contemporary social, economical, political changes and the cultural integrations prevailing in the current society. Extra element/parameters which can be involved to help in making good discipline need to be considered. It is then recommended that, in order to have good discipline in a contemporary school setting there should be the involvement of students themselves, teachers, parents and the religion leaders as well as the entire society. Also nobody should threaten discipline management at school. Moreover the disciplinary measures developed need to be empowered and the other measures should be defined to ensure good discipline.

## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>ii</b>
<b>COPYRIGHT.....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xiii</b>
<b>LIST OF FIGURES.....</b>	<b>xiii</b>
<b>LIST OF APPENDIXES.....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xvi</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0. An Introduction.....	1
1.1 Background to the Problem .....	1
1.2 Statement of the Problem. ....	3
1.3 Objectives .....	5
1.3.1 General Objective.....	5
1.3.2 Objectives of the Study. ....	5
1.3.3 Research Sub- Questions. ....	5
1.4 Significance of the Study.....	6
1.5 Limitations of the Study .....	6
1.6 Delimitations of the Study. ....	7
1.7 Scope of the Study .....	7
1.8 Definitions of Key Terms .....	8

1.9	Organization of the Study.....	9
<b>CHAPTER TWO .....</b>		<b>10</b>
<b>2.0</b>	<b>LITERATURE REVIEW .....</b>	<b>10</b>
2.1	An Introduction.....	10
2.2.	The Conceptualization of School Setting (Context). .....	10
2.3	Theoretical Framework. ....	12
2.3.1	Choice Theory.....	12
2.3.2	Ginott Theory.....	13
2.3.3	Education Character Theory .....	14
2.4	Positioning Discipline in a School Setting .....	16
2.5	Disciplinary Approaches .....	18
2.5.1	Punitive Disciplinary Approach.....	18
2.5.2	Normative Disciplinary Approach. ....	19
2.6	Classroom Management Models.....	20
2.6.1	Assertive Discipline. ....	20
2.6.2	Logical Consequences.....	22
2.6.3	Effectiveness Training.....	23
2.7	Education for Moral Socialization and Discipline Development in Schools .....	24
2.8	Tanzania Education Regulation on Discipline Management.....	27
2.10	Chapter Summary.....	30
<b>CHAPTER THREE .....</b>		<b>32</b>
<b>3.0</b>	<b>RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.1	An Introduction.....	32

3.2	Research Approach .....	32
3.3	Research Design.....	33
3.4	Area of the Study. ....	34
3.5	Target Population.....	34
3.7	Sampling Techniques .....	36
3.7.1	Simple Random Sampling.....	36
3.7.2	Purposive Sampling.....	36
3.9	Data Collection Methods .....	37
3.9.1	Questionnaires.....	37
3.9.2	Interviews .....	38
3.10	Validity and Reliability of Research Instruments.....	39
3.10.1	Validity of Instruments.....	39
3.10.1.2	Triangulation .....	40
3.10.1.2.	Back Translation .....	40
3.10.2	Reliability of Instruments .....	40
3.11	Data Analysis and Interpretation.....	41
3.12	Ethical Consideration .....	42
3.13	Chapter Summary.....	43
	<b>CHAPTER FOUR.....</b>	<b>44</b>
	<b>4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS.....</b>	<b>44</b>
4.1	Introduction.....	44
4.2	Defining Discipline in a School Setting. ....	47
4.2.1	Stakeholders' Definition of Discipline in a School Setting.....	47
4.2.2	Characteristics of a School with Good Discipline. ....	52

4.2.3	Discipline and its Effect to Academic Performance. ....	64
4.3	Perception in Maintaining Discipline in a School Setting.....	67
4.3.1	Disciplinary Measures Commonly used in Maintaining Discipline at School. ....	67
4.3.2	Stakeholders in Maintaining Discipline in a School Setting. ....	72
4.3.3	Strategies to be Employed in Maintaining Discipline in a School. ....	81
4.4	Issues Emerging in Discipline Control in School Setting. ....	92
4.4.1	Types of Students' Indiscipline Behaviours. ....	92
4.4.2	Factors Influence Students' Indiscipline Behaviours.....	99
4.4.3	Problems Encountered in Controlling Discipline at School. ....	107
4.5	Chapter Summary.....	114
<b>CHAPTER FIVE .....</b>		<b>115</b>
<b>5.0</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>115</b>
5.1	Introduction.....	115
5.2	Summary of the Study. ....	115
5.3	Conclusion .....	117
5.4	Recommendations. ....	119
5.4.1	Recommendations for Actions.....	119
5.4.2	Areas for further Studies.....	121
<b>REFERENCES .....</b>		<b>123</b>
<b>APPENDIXES.....</b>		<b>ERROR! BOOKMARK NOT DEFINED.</b>

## LIST OF TABLES

Table 3.1	: Number and Categories of Respondents.....	35
Table 4 1	: Demographic characteristics of respondents N=160.....	46
Table 4.2	: Teachers and Students’ responses on disciplinary measures commonly used at school. ....	68
Table 4.3	: Teachers and Students’ responses on Stakeholders in maintaining discipline in a school setting.....	73
Table 4.4	: Responses of Teachers and Students on types of students’ indiscipline behaviours.....	93
Table 4 5	: Responses of Teachers and Students on factors influence students’ indiscipline behaviours.....	100
Table 4 6	: Problems encountered in controlling discipline at school.....	108

**LIST OF FIGURES**

Figure 2.1 : Conceptual framework.....	15
Figure 4.1 : Responses of Teachers and Students characteristics of a school with good discipline .....	53
Figure 4.2 : Teachers and Students’ responses on the extent to which discipline has affected the level of academic performance. ....	64
Figure 4.3 : Teachers and Students’ Scores on the disciplinary measures commonly used at school. ....	68
Figure 4.4 : Teachers and Students’ Scores on Stakeholders in maintaining discipline in a school setting .....	73
Figure 4.5 : Teachers and students’ responses on the strategies to be employed in maintaining discipline in a school.....	82
Figure 4.6 : Teachers and students’ scores on the types of indiscipline behaviours of students at school. ....	94

**LIST OF APPENDIXES**

Appendix 1 : Questionnaire For Teachers ..... 136

Appendix 2 : Questionnaire for Students ..... 142

Appendix 3 : Interview Guide for Education Officers ..... 147

Appendix 4 : Interview Guide for Religious Leaders ..... 148

Appendix 5 : Interview Guide for Parents ..... 149

**LIST OF ABBREVIATIONS**

BIP	Behaviour Improvement Programs
CRC	Convention on the Rights of a Child
DED	District Executive Director
DEOs	District Education Officers
EFA	Education For All
ICT	Information and Computer Technology
MEDAPPS	Master of Education in Administration, Planning and Policy Studies
MoEC	Ministry of Education and Culture
MRA	Mixed Research Approach
OUT	Open University of Tanzania
TSRB	Teaching Student Responsible Behaviour
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URoT	United Republic of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. An Introduction**

This chapter introduces the study that aimed at redefining discipline in a contemporary school setting with the empirical evidence from Kasulu District. In this chapter the background of the problem, statement of the problem, objectives, research sub-questions, Significance of the study, limitations of the study, delimitation of the study, scope of the study, organization of the study and definition of key terms were discussed.

#### **1.1 Background to the Problem**

African traditional education focused almost exclusively on the clan or tribe and hardly prepared its recipients for outside contact. Practically, this meant that the skills and knowledge possessed by a given ethnic group could not be easily transmitted to another tribe. Thus indigenous education prepared children to play their roles in their own family, clan and the tribe as a whole (Tiberondwa, 1978).The African traditional education was basically an informal education which means the education provided was not valuing diversity and dynamic. The discipline of children was an ethical issue which means each ethnic group had its own ways of maintaining discipline to their children different from other ethnic group. It is important to stress that in societies where education was largely informal; parents were predominantly responsible for teaching their children. They inculcated good manners, norms and values into their offspring, using their household as the “school” (Blackmore and Cooksey, 1980; Tiberondwa, 1978).

In a contemporary society where there are cultural integrations the issue of maintaining discipline for children requires a formal education delivery where schooling to every child is a must in order to be shaped to meet the demand of the contemporary society. In line to this, Schon (1983) aptly states that every child has a need to attend school. Schools are seen as the provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure-trove of knowledge.

Schools have an important task to teach children to differentiate between acceptable and unacceptable behaviour. Opportunity must also be given for the development of insight and learning. In a positive school situation a breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and teachers and the disruption of mutual relationships. In a positive school climate, school rules are instrumental to the whole development of the learner, hence allowing the children on the opportunity to grow in themselves and they experience themselves positively and they make good decisions so that they can progress to independence (EMDC, 2007).

The school today is the agent responsible for socializing groups of children and young people on specific skills and values in a society. As the most stable and formal socializing agent, the school is expected to both train the individual for practical occupations and skills and to provide the individual with basic societal values, like

loyalty to country, politeness, etc. Therefore the school exercises strategic power relations as a means and as an end to teach conformity, and in so doing some students learn to become agents in its service, while others learn to oppose it. The school has always been charged with the task of promoting conformity (Henslin, 1999). Appelbaum and Chambliss (1997) argue that this socializing agent probably contributes most to social conformity. The school system has become the glue that holds society together. Today's society expects the school system to teach students life skills, such as drug awareness, conflict resolution and sex education, all within the confines of set parameters imposed by today's society's conflicting values, diverse morals, and emerging mores (Counts, 1932).

In Tanzania there is a growing desire among parents of bringing children to school with no regard of tribalism and ethnicity in the sense that for a child to meet with the current demand of the contemporary society schooling is necessary because a school has made as an important industry where every child must go in order to be shaped to achieve both short goals which base on students academic performance and the long term goals which is socialization. In line to this, in Tanzania context, indiscipline is an issue which is prevailing in most primary and secondary school students. Thus this study intended to have a look on the perceptions of discipline in a contemporary school setting.

## **1.2 Statement of the Problem**

For a long period of time the concept of discipline to a student has been only being interpreted at school environment where by after the student being enrolled at school where he/she is being prepared as a disciplined person seem to be in isolation with the

life of his/her society where he/she is expected to go back after the school life as a full responsible citizen. Nevertheless at school a student has been treated as a person to be guided and controlled and not being a self mentally guided and controlled something which made discipline being interpreted as the act of warning and commanding a student to obey and respect the authority and not otherwise. In line with Naong, (2007), for a long time, school discipline has been more concerned with punishment than reward and positive discipline.

Moreover, according to the presence of social changes and transformations which to a large extent is build on the belief of socialization which now based on schooling there has been a conceptual contradiction on the issue of discipline and its management to a student of previous time comparing with the student of today who faced with various changes especially in the reduction of school enrolment ages, freedom of expression and individualism which means a student is a part of a discipline making system and that his/her ideas needs to be incorporated and not only the procedures, rules and the concern of the society as well as the presence of the information accessibility which on the other side there has been complaining as far as the society is changing in relation to technological changes discipline become deteriorated and this captured to students' and teachers' moral position. This is vein with Van der Walt and Oosthuizen, (2008); Badenhorst, Steyn and Beukes (2007) that the traditional forms of discipline and punishment are no longer acceptable in schools due to students' awareness of their human rights, as well as the democratic dispensation (with its emphasis on individual freedom, human rights, and freedom of speech) in which schools are functioning.

In line to this disharmony situation, the purposeful effort on how a student should behave today is needed regarding the social changes where by a today's society demands differ with the traditional one. The question on how should we speak about discipline and its effectiveness so that we may have the society we want which is informed, participatory and that it observes moral values to make its stability in contemporary is needed to be addressed, thus this study intends to focus on redefining discipline in a contemporary school setting with empirical evidence from Kasulu District.

### **1.3 Objectives**

#### **1.3.1 General Objective**

The main objective of the study was to examine discipline and how is redefined in a contemporary school setting.

#### **1.3.2 Objectives of the Study.**

The study was guided by the following objectives:

- i. To determine the way stakeholders define discipline in a school setting.
- ii. To determine stakeholder's perception on how discipline in a school setting is maintained
- iii. To investigate the issues emerging in discipline control in school setting.

#### **1.3.3 Research Sub- questions**

- i. How stakeholders define discipline in a school setting?

- ii. What are the stakeholder's perceptions on how to maintain discipline in a school setting?
- iii. What are the issues emerging in discipline control in school setting?

#### **1. 4 Significance of the Study**

This study will be helpful to school administrators, teachers, parents, students themselves and Government in other way and other education stakeholders in Tanzania through various concepts as done and results as found. Second, the study also will be helpful to the Policy makers in the Ministry of Education Vocational and Training in setting the rules and regulations for discipline maintenance and define solutions for solving various indiscipline problems that occur in schools. Third, this study will help to provide guides to the teachers not only in Kasulu District schools but even in other schools in the Country to administer rules and regulations against indiscipline in a school setting to ensure good academic performance and production of a responsible citizen.

#### **1.5 Limitations of the Study**

This study was limited with the specific objectives, scope/area of the study, research approach and research design. Also in this study a researcher faced some challenges as the limitations during the study. These were prescribed as follows: First. Time limit. A researcher faced a problem of shortage of time in his study since he was fulfilling other duties at the same time regarding that a researcher was taking his studies as a distance learner where there was no formal time table. Second. Financial constraints. Since a researcher was not getting grants or any sponsorship from any organization he faced a

problem of lack of enough money to satisfy all the necessities. Third. Communication barrier. Also a researcher faced a problem of lack of clear communication and closeness between him and his supervisor because of being far away from the supervisor's working station.

### **1.6 Delimitations of the Study**

This study was carried out in Kasulu District. Findings of this study were not generalized as a representation of other districts in Tanzania simply because the nature of the study area was not of other areas. Findings limited this study in drawing conclusion and made some recommendations as a way of putting a clear interpretation of discipline in a school context in solving indiscipline behaviours in Kasulu District schools.

### **1.7 Scope of the Study**

The study only targeted secondary schools entity in Kasulu District simply because at secondary school level is where to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions, to inculcate a sense and ability of self-study, self-confidence and civic responsibilities and obligations to a student and preparing him/her to join the world of work in a system basing on socialization rather than at primary school level where the primary focus is to enable every child to acquire basic learning tools of literacy, communication, numeric and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity. This study

concentrated on redefining discipline in a contemporary school setting; perceptions on measures in controlling discipline as well as discussing the issues emerging in controlling discipline. The study also involved reviewing some other related literature to find out the applicable theories to supplement the concepts under study.

### **1.8 Definitions of key Terms**

**Behaviour.** Is the range of actions and mannerism made by organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other system or organisms around as well as the (inanimate) physical environment. It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

**Discipline.** The readiness or ability to respect authority and observe conventional or established laws of the society of any other organization. It implies self-control, restraint, aspect of respect and respect for others.

**Likert scale:** Is an ordered scale from which respondents choose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. A typical scale might be “Strongly disagree, Disagree, Neutral, Agree, Strongly agree.”

**Indiscipline:** A breach of social order, good moral behaviour, self-accepted and self-maintained social values of life. It is disobedience to authority, lack of respect for self and others.

**Socialization:** Is the instilling of the language, values, rules, customs, traditions, skills, knowledge, understanding of others, understanding of oneself as a social being or a “social self”.

### **1.9 Organization of the Study**

The study organized into five chapters. Chapter one presents introduction and study context. Review of related literature to the study is presented in chapter two. Chapter three presents research methodology with the procedures of collecting and analyzing data. Chapters four presents results and discuss the findings. Chapter five provide summary, conclusions and recommendations. References and appendices are placed at the end of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 An introduction**

This chapter discussed the following subjects like The conceptualization of school setting, Theories guiding a study, positioning discipline, Disciplinary approaches, classroom management models, education for moral socialization and discipline development in schools Tanzania education regulation on discipline management, and synthesis and research gap.

#### **2.2. The Conceptualization of School Setting (context).**

The school context (setting) concept characterizes schools as dynamic systems that influence a broad range of dimensions of student learning, including affective, social, behavioral as well as academic domains (Deakin, R., H. Green, S. Barr, A. Shafr & W. Peng ,2013; Gu & Johansson, 2013) – the very domains in which the Measuring What Matters initiative is interested. In Deakin, R., H. Green, S. Barr, A. Shafr & W. Peng (2013). conceptual model of the school context, the key process in schools is learning, and the key actors in school are leaders (both administrators and teachers who “lead for learning”), teachers (especially teachers’ professional learning) as well as students (engagement in learning and achievement).

Feeling physically safe—for both students and staff—is another component of school environments that support successful student outcomes (Cohen, McCabe, Michelli & Pickeral, 2009). Principals and the whole school staff contribute to a safe school

environment by clearly communicating rules for behavior and responding to infractions (particularly bullying and violence) in a clear and consistent manner.

Feeling socially and emotionally safe is equally important and often rests on a clearly articulated vision of the school as a community that cares for its members and respects and appreciates diversity and individual differences.

The physical structure of the school forms a part of the school environment. Clean, well-maintained and appropriately resourced facilities have been linked to higher achievement scores, fewer disciplinary incidents, better attendance, and more positive attitudes toward learning among students (McGuffey, 1982; Weinstein, 1979). Students learn in a variety of school locations beyond the classroom: extra-curricular activities such as clubs and sports are also sites of students' informal learning, where they come in contact and interact with teachers and peers and develop skills that complement their academic work.

Schools are nested within their external environment, which includes parents, the community in which they are situated, the economic conditions present in those communities and the values espoused by that community; curriculum standards, achievement expectations, programmatic requirements, and other policy directives; and other social agencies that serve children. The external environment can contribute to successful student outcomes and build resilience among students by improving the community's economy and employment opportunities, through caring and supportive adult relationships, opportunities for meaningful student participation in their

communities, and high parent expectations regarding student learning (Bernard, 1997; Bryan, 2005; Wang, Haertel & Walberg, 1998).

Therefore the school context (setting) concept characterizes schools as dynamic systems that influence a broad range of dimensions of student learning, including academic, affective, social, and behavioral domains. A school's context shapes the core processes of teaching and learning in classrooms. Teachers' professional communities, extra-classroom learning opportunities, leadership decisions, teachers' working conditions, and norms and values associated with the hidden curriculum all influence how teaching and learning are experienced in classrooms. Understanding the contexts of particular schools enables educators, parents, students and policy makers to comprehend the possibilities for change and school improvement for the betterment of both students and teachers and the entire society.

## **2.3 Theoretical Framework**

This study is guided by three theories/models which are Choice Theory, Ginott Theory and Character Education Theory.

### **2.3.1 Choice Theory**

According to Glasser (2009) Choice Theory involves bringing learners to an awareness of their responsibility to make their own decision about their learning and behaviour in the classroom. This philosophy posits that students must have a choice and that if they help choose their curriculum and decide on the rules in the classroom; they will then have ownership of their learning, have pride in their participation, will have higher self-

esteem and will exhibit greater levels of self-confidence and higher levels of cognition. When this sense of ownership is established, they will come to class willingly and with enthusiasm because they want to be challenged.

Glasser (2009) suggests that when dealing with discipline problems, teachers should have two goals: first, to stop the unwanted or challenging behaviour, second and more importantly, to teach students how to control their own behaviour. There is a distinct difference between “Teaching Student Responsible Behaviour (TSRB)” and “The Behaviour Improvement Programs (BIP) offered by other organizations”. In choice theory people or learners behave basing on what they want compared to what they see and know. By understanding this, educators can be able to deal or manage the behaviour effectively.

### **2.3.2 Ginott Theory**

From Ginott Theory (1971) teachers are essential element in managing school discipline and that effective alternatives to punishment should be found because students learn from how teachers respond to problems. Therefore teachers who show self-discipline are able to show their students (even those who misbehave) how to deal with problem situations. Teachers who show self-discipline are those who recognize student feelings, describe the situations, invite cooperation, model appropriate behaviour, do not insult students, focus on solutions, allow students to help set standards. Anything teacher can do to make the learning environment more pleasant should be done. Students function more favourably in a school where positive disciplinary methods, rather punishment

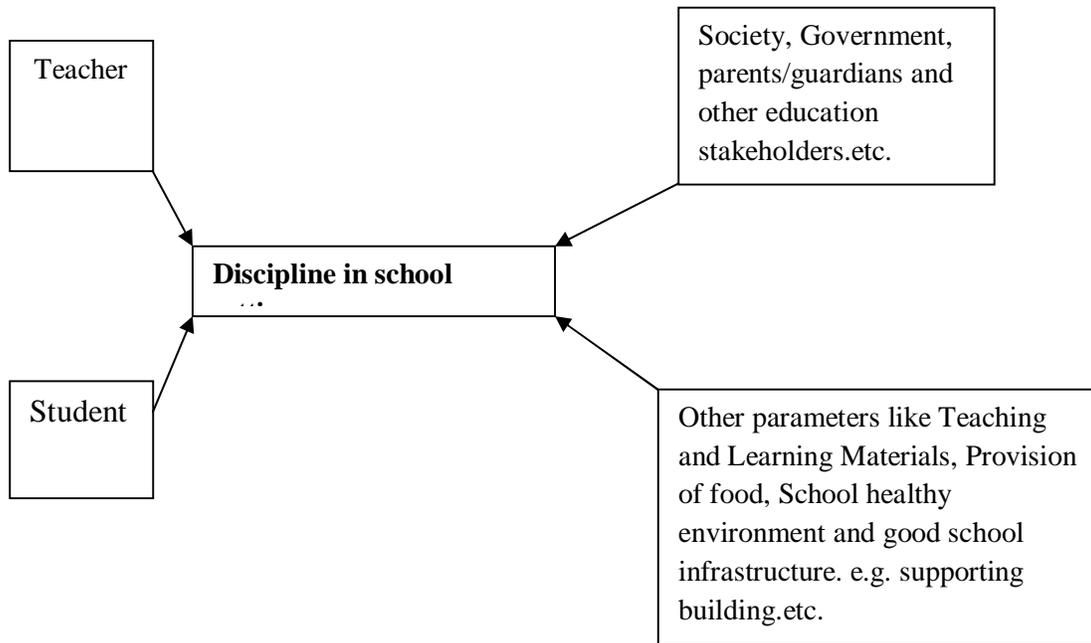
procedures, are used. Therefore, Ginott's stance on the use of positive procedures is important for teachers to follow.

### **2.3.3 Education Character Theory**

According to Arthur (2003) character as it relates to character education most often refers to how "good" a person is. In other words, a person who exhibits personal qualities like those a society considers desirable might be considered to have good character and developing such personal qualities is often seen as a purpose of education. In schools of character, adults embrace their critical role as models. Teachers work together as professionals and with parents and community members as partners-to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students in these schools feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities.

According to this theory, bullying is rare; cheating and discipline problems decline; test scores, grades, and homework completion go up; attendance and graduation rates are high; Dropout rates are low; Achievement gaps are narrowed; Teacher retention and satisfaction are high; Parents satisfaction and engagement rates are high; and Student engagement and involvement is high. Schools of character prove that good discipline needs cooperation of students, teachers and environments to include parents/guardians and other education stakeholders.

From the perspective of the theoretical frame work the theories introduced can be conceptualized as follows regarding the focus of this study.



**Figure 2.1 : Conceptual framework.**

Source: Researcher's idea 2015

From the diagram as the conceptualization of discipline in a contemporary school setting, it can be summed up that a clear knowledge and understanding of discipline there is a need of looking beyond the school setting where by the students, family, society, government and other stakeholders need to be involved with the clear definitions of the roles to be fulfilled by each part. This means that to have a good discipline there is a need of considering any parameter which can help in maintaining what will be called as discipline in a contemporary school setting. These parameters can help to reduce different issues emerging in controlling discipline in a contemporary school setting because some of the issues are contributed by the absence and sometimes by the inefficiencies and ineffectiveness of these parameters. This was in to Sui- Chu and Willms (1996) that Pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups,

neighbourhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self fulfilment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

#### **2.4 Positioning Discipline in a School Setting**

Discipline can be viewed in different ways to show its position in a school setting.

Hereunder are some of the importance of discipline in a school setting:

- i. School discipline has two main roles which are to ensure the safety of staff and students and to create an environment conducive to learning. Thus every school needs to regulate or enforce standards of student behaviour and a state of order in the classroom or school that permits learning to proceed smoothly and productively. Discipline is a fundamental aspect of the daily lives of pupils, teachers and members of the school community and as such it requires clarity of understanding, consistency of practice and sound leadership based on shared belief and values (Blandford, 1998).
- ii. Freire and Amado (2009) maintained that it is critical that learners acquire discipline so that disturbances that affect the good functioning of the classrooms, peer conflicts and teacher –learner problems can be minimized. Discipline can lead towards the acquisition of self-realization because a child who is not disciplined is an insecure child, whereas a secure child is the one who has boundaries and within these boundaries, the child has freedom to

explore from a secure base and once a level of self-discipline has been reached, he or she will be able to cross those boundaries in a mature and responsible manner.

- iii. Maphosa and Shumba (2010) articulated that learners exhibiting aggressive and anti-social behaviours can reveal turbulence that impedes students' pursuit of knowledge. It may intimidate classmates as it is increasingly common for children to be subjected by their peers to physical assaults, intimidation, theft, verbal abuse, racial and sexual harassment, or harassment. So, disruptive and antisocial behaviour can have a deleterious effect on teaching and learning.
- iv. Discipline in other way is seen as an essential to safeguard a teacher's sanity and protect them from intimidation, and from the management point of view discipline is important for maintaining order and harmony in the school and the classrooms because without it there would be anarchy and chaos as indiscipline impedes the smooth running of schools and affects the learner's performance and then the purpose of the school cannot be effectively achieved. Schools where discipline is a problem have little chance of delivering an education that meets people's needs, and if pupils are to develop academically, they also need to develop morally and socially (Fortin, 2005 and Mwamwenda 2004).
- v. Simatwa (2002) pointed out that discipline both in the school and in the home should be to nurture young people who will be responsible citizens in future.

Also Nakpodia (2010) noted that school discipline must have seen to help students cope well, be happy, safe and useful to the society they belong.

## **2.5 Disciplinary approaches**

According to Du Preez, Campher, Grobler, Loock and Shaba. (2002) approaches to inculcate good discipline, theories on what influences children to behave in a certain manner and the global approach to discipline show that there are two distinctive approaches which people use to discipline children. There is that one in a harsh way where pain is inflicted (physically or emotionally) and the other one is that which is by guiding the child to learn things without using pain or fear. The harsh way is called punitive and the other one entails continuous support communication and consultation and this is normative.

### **2.5.1 Punitive Disciplinary Approach**

According to Davidoff and Lazarus (2002) and Sergiovanni (2001) the punitive approach is a kind of a disciplinary measure that is aimed at and concerned with inflicting punishment that mainly triggers pain. It focuses more on the systems world, that is, gives mandates, sets rules and discipline is monitored in terms of the extrinsic, that is, the regulation of discipline is mainly external. The child is policed and inspected to see if she is behaving in an expected manner, if she is not, punishment is given. Scholars note that amongst other punitive measures corporal punishment is the most prominent and it tends to worsen or sometimes even create the very problems it is intended to eradicate (Duhaime, 2009; Finney, 2002 and Kennedy, 2010).

The scholars believe once the punitive approach becomes chronic; it doesn't work because besides mere indiscipline there are a whole host of reasons that can make learners misbehave. Causes of misbehaviour could be the following: being intellectually slow and therefore falling behind in class and misbehaving to mask the shame, being too clever for what is being offered and becoming bored, or misbehaviour could be learnt behaviour repertoires from their homes (Bedau,2010).

### **2.5.2 Normative Disciplinary Approach**

According to Sergiovanni (2000), the normative approach focuses more on a 'life world': this is defined as social, political, historical and cultural environment where human beings interpret, communicate and socially engage in multiple communal spheres. Sergiovanni (2001) further notes that a life world entails socializing people in terms of the values, cultures and beliefs. The key values inculcated are relationship building (cohesion), self –determination, self- regulation, intrinsic control and moral commitment. This strategy emphasizes that the child must be guided to become a person who can make her own personal responsible decisions without being coerced. In the normative approach children who behave in positive ways are reinforced or recognized, that is, encouraged to repeat the behaviour. The normative approach is proactive: bad behaviour is prevented; the teacher carefully observes the life cycle of the bad behaviour and identifies issues that trigger the bad behaviour so that it can be diverted in its early life cycle (Porteus, 2001& Ryan and Sheppard2008). Mkhize (2008) also believes that bad behaviour must be observed so that issues that trigger the bad behaviour can be identified, remedied or an appropriate tool be recommended if necessary.

## **2.6 Classroom management models**

Classroom management is the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however! It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Brophy, 2006). Although not its sole component, discipline is another highly important aspect of classroom management. Discipline is a systematic way of teaching students to assume responsibility for their behavioral choices; punishment focuses upon negative consequences for misbehavior. Classroom control falls into three categories: indirect control—structures, rules, and procedures that limit the possibility of misbehavior or increase the probability of desired behavior; proactive control suggestions, guidelines, or explanations offered to students prior to situations in which misbehaviors are likely to occur; and desists—responses to misbehaviors that do occur. Adequate classroom control, at least at the preschool through middle school levels, requires control techniques from all three categories (DeVries, R., and Zan, B., 1994). The major tenets of three well-established models of classroom management are described: Assertive Discipline, Logical Consequences, and Teacher Effectiveness Training.

### **2.6.1 Assertive Discipline.**

The Assertive Discipline classroom management model was initially developed by Lee Canter in the 1970s and then expanded based on Marlene Canter's work with children with behavioral problems (Canter 1979). Although this approach is often characterized as focusing primarily on rewards and punishments, the Canters actually place great

emphasis on “catching students being good” and then providing appropriate feedback and reinforcement (Canter and Canter 2001). This approach was developed to train teachers specifically to manage behavior in a classroom setting and is based on the idea that teachers have a right to teach in a well-managed classroom and students have the right to learn in a controlled environment.

The premise of Assertive Discipline is that teachers should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the students immediately. Having a preconceived, systematic plan permits a teacher to be consistent with behavioral expectations and to apply praises and consequences to all students in a fair and reliable manner.

The four main components of the Assertive Discipline model include the teacher establishing: (1) a set of consistent, firm, and fair rules; (2) a predetermined set of positive consequences for adhering to the rules; (3) a prearranged set of negative consequences to be applied when rules are not followed; and (4) a plan to implement the model with students (Canter and Canter 2001). The Canters hold that an effective behavior management program is fueled by informed student choices. Students are aware of teacher expectations and what will occur when they choose to meet those expectations and, conversely, what will occur when they choose not to adhere to the established classroom rules (Canter 1989). In utilizing this approach, teachers must determine the expectations and consequences that are appropriate for the subject area and age of the students they serve.

### **2.6.2 Logical consequences**

A second popular model of classroom management is articulated by Rudolf Dreikurs (1968). This model is based on earlier work by German psychiatrist Alfred Adler, and relies on the notion that students' misbehavior is an outgrowth of their unmet needs. One of the underlying assumptions of the model is that all students desire and need social recognition. When this need is not fulfilled, students exhibit a hierarchy of misbehaviors based on what Dreikurs refers to as "mistaken goals" (Dreikurs, Grunwald, and Pepper, 1998). Dreikurs holds that when a student's need for recognition is unmet, that student will first display attention-seeking behaviors. If those behaviors do not result in the desired recognition, the student will attempt to engage teachers in power struggles. If this bid for power still leaves the student without the desired recognition, the student may focus on issues of fairness and attempts to exact revenge.

If this behavior is unsuccessful, the student may finally resort to "displays of inadequacy" (Dreikurs, Grunwald, and Pepper 1998) where he or she appears to simply give up and disengage. The Dreikurs model emphasizes the importance of assisting students in meeting their innate need to gain recognition and acceptance. Even when a teacher strives to establish a classroom where all students feel recognized and accepted, it is likely that some misbehavior will occur. In those cases, Dreikurs advocates for the application of logical consequences (Dreikurs and Grey 1968), which are consequences that have a clear and logical connection to the misbehavior and have been discussed and agreed upon with the student before applied. According to Dreikurs, teachers should always avoid power struggles with students. If the student's mistaken goal is to gain a sense of power, then teachers should look for productive ways to allow that student to

feel powerful and consequently valued and recognized. Attempting to “put a student in his place” will only increase that student’s feelings of neglect or inferiority and lead to increased acting out.

### **2.6.3 effectiveness training**

Teacher Effectiveness Training is a third well established model of classroom management (Gordon 1977). Similar to the Logical Consequences model, Teacher Effectiveness Training evolved from the field of psychology. The author of the model, Thomas Gordon, conceptualizes effective management of a classroom as facilitating the shift of management responsibilities from teacher to students. Gordon emphasizes the importance of teaching students to regulate and manage their own behavior.

In keeping with this, Gordon highlights the value of intrinsic motivators and encourages teachers to use “I-messages” (Edwards 2004) when talking to students about problematic classroom behavior. I messages focus on the speaker’s feelings and perspectives (in this case, the teacher’s), as opposed to focusing on what the student has done wrong or what the student should do differently. Gordon’s model of classroom management contrasts with the Canters’ model in that the Canters conceptualize a well-run classroom as a reflection of the teacher’s explicit articulation of rules and his or her consistency in applying rewards and consequences. Gordon’s model de-emphasizes the teacher’s role in classroom behavior management and instead promotes ways that the teacher can empower the students to self-regulate their behavior through modeling, and teaching students how to conceptualize and solve problems for themselves. According to Gordon’s model, this approach has a higher likelihood of success than simply delivering

consequences because it represents an attempt to help the student change his or her own behavior.

The models detailed above represent three points along a continuum in terms of the amount of teacher versus student control advocated. The Canters emphasize the role of the teacher; Dreikurs underscores the importance of meeting students' need for acceptance while also emphasizing the role of consequences in shaping behavior; Gordon highlights the importance of giving control of classroom behavior over to the students.

## **2.7 Education for moral socialization and discipline development in schools**

The education system has served the purpose of catalyst when movement and dynamism was required or the purpose of stabilizer when society needed to put on the breaks. The school system responds to society's needs, and complies with society's demands, for trained workers, intellectual citizens, and well-educated citizens. The school system has always operated within specific parameters and has been charged with the task of promoting conformity (Hinner, 1973). It is evident that our education system reflects a system that is less concerned with the cognitive development of learners than on the maintenance of power relationships. If the education system seeks to empower rather than constrain it needs to focus on genuine autonomy and it needs to encourage public debate about the nature of democracy and the rights and responsibilities of citizenship (Zeichner, 1990).

Contemporary school reform movements haven't done much to alter the outcome of this conundrum. Today's education reform efforts have only created more effective processes to perpetuate the status quo. With the school seriously taking on its role as an institution of social control and adopting rigid policies that are instrumental in constituting the deviant student, it has turned its oppressive ideologies on students with differences marked by race, class, gender, and disability. These differences play an important part in the disciplinary and punitive policies supported by the schools (Grant and Sleeter 1988).

Apart from the family and society in socialization process, school is another factor, whose influence in this process cannot be questioned. The essential difference between the family as an agent of socialization and the school is in the nature of institutionalized, formal ruling of the latter. It follows the fact that the school is an essential step towards the acquisition and integration skills to living with others in a society. The key task of the school in this regard it is not only to teach children various skills or to provide a wealth of information and knowledge, but especially to prepare them for life in society, to develop them for the purposes of assimilation the specific values and norms of the social world in which they were born and will live the adult life.

The socialization experience through the school requires the child to confront with new situations that cannot be met in family life. It's the first submission to a new kind of authority, represented by the teacher, in this case a foreign person outside the family and its circle of friends. Which obviously means a new approach of relations with adults, in which lacks that unique determination and guidance on who a parent show to his child or

children. On the other hand, the child is now facing with existence of an impersonal regulation that does not take into account the characteristics of each child, or his particular needs, but it treats all children equally, by giving them various obligations, including most important is to behave like the others, leaving aside what dictates freely and participate in joint activities with colleagues (Lindholm, 2007).

Watson and Ecken, (2003) asserted that in the development of discipline children are viewed as intrinsically motivated to learn (achieve competence) and to establish mutually caring relationships in a supportive and caring environment. There is much they need to learn about, such as managing their emotions and balancing their own needs with the needs of others, but when they realize that they are in a caring relationship they will cooperate with authority figures to learn these things. Traditional discipline assumes quite a different view of children. They are presumed to be primarily motivated by self interest. They will not work hard to learn or to behave well unless they are enticed by rewards or threatened by unpleasant consequences. Developmental Discipline employs primarily explanation; reflection; reminders; teaching social, emotional, and moral competencies; empathy induction; and reparation. Traditional discipline relies primarily on praise, stickers and rewards or warnings, scolding, time outs, and loss of privileges. These different methods relate directly to both the different views of children and the sources of the authority figure's power. The source of power comes from the trusting and mutually caring relationship between teacher and children and the children's intrinsic desire to learn and form caring relationships. In traditional discipline, the source of power comes from the teacher's control of resources and ability to cause one to experience unpleasant consequences.

## **2.8 Tanzania education regulation on discipline management.**

Tanzania education Act number 25 of 1978 gave powers to the Minister of Education to develop policies that enable management of discipline in schools. In managing discipline in schools the corporal punishments regulations of 1979 under section 60 of the Education Act legalized the use of corporal punishment in managing student's disciplinary problems. However, this regulation was moderated in 2000 to enable oversight, but still retained corporal punishment as a method of dealing with major offences in schools (Yaghambe, 2013).

In mainland Tanzania, the Law of the Child Act (2009) states that parents should protect children from all forms of violence (article 9) includes beatings which cause harm in the definition of child abuse (article 3), and prohibits "(article 3)and prohibits "torture, or other cruel, inhuman punishment or degrading treatment" (article 13). However, it allows for "justifiable" correction (article 13) and does not exclude all forms of corporal punishment from such correction. The Government guidelines in 2000 reduced the number of strokes from six to four and stated that only the heads of schools are allowed to administer the punishment, with penalties for teachers who flout these regulations. Newell (2011).

According to Orit, (2007) the corporal punishment regulations of 2000 retained the tenets of the old Act, but limited the administering of corporal punishment to major offences requiring expulsion or total exclusion from school. The new regulation engendered moderation, putting into consideration students' health status and the girl child. Though school discipline has been stated to be a prerequisite for effective teaching

and learning in schools, there are still requisitions on its effectiveness. Thus the issue of discipline in a school context in Tanzania today is still a debate because this regulation is not maintained in schools effectively since private schools managing discipline different to public schools while holding their own policies and these public schools in Tanzania do not have a clear rules and regulations which are effective to ensure discipline in a school setting. Thus, this study intended to explore how the stakeholders define discipline in a school setting with the perceptions on how to maintain discipline as well an investigation of issues emerging in discipline control in a school setting and come up with a clear definition of discipline and its management for the better school achievements in a contemporary school setting.

## **2.9 Synthesis and Research Gap**

Different studies have been done examining the issue of discipline and indiscipline behaviours in schools with their effects to both the school and the students' themselves. According to Karanja and Bowen (2012) students' indiscipline behaviour in schools is a global issue of great concern, spanning, political, economic, geographical, racial and even gender boundaries. There is growing concern regarding indiscipline in Kenyan schools is not unique rather it is also within the United Arab Emirates, where teaching methods were blamed for the children's indiscipline.

Salifu (2008) in his study conducted in Ghanaian schools observed that indiscipline may cause a sudden decrease in classroom achievement. There is a wide spread acceptance of the fact that indiscipline in the school setting usually affects teaching and learning. Misbehaviours from students has the tendency to make teaching an unpleasant

experience especially if it occurs frequently such the teacher has to spend most of his/her instructional time correcting them. He then suggested that a well organized guidance and counselling services could contribute significantly to easing the tensions brought about by indiscipline behaviour in the schools for the better success.

Aricak (2005) in his study in Athens observed that school discipline is one of the main study topics of contemporary educators. Even in developed western countries it is regarded as the primary problem of education. Classroom discipline is one of the many conditions that are necessary for reaching educational targets. Many factors like desired and undesired student behaviours, student-student, student-group, student-teacher, group-teacher relationships, students' level of readiness, students' attitudes towards lessons, students' social milieu outside the school, teachers' style of establishing relations with students, teachers' lecturing style and physical conditions have a direct or indirect affect on classroom discipline. This makes clear that classroom discipline is actually an issue of relationship and requires a particular importance. So before dealing with the subject in detail, may be the basic notion that should be defined is what discipline is.

According to Tan (2002) classroom management is a multidimensional subject. It is related with all the elements of school, and students' and teachers' personalities. Generally teachers regard discipline as an extra activity which has no place in teaching activities that they feel responsible for. Discipline should be a part of teacher's establishing effective teaching environment in the classroom because the situation of classroom discipline seriously influences the process of teaching and its quality. Besides,

teacher should not be left alone in establishing classroom discipline. Not only teacher's effect but also school's attitude as a whole is important for classroom discipline. The cooperation among teacher, school management and other members of school, content of the lesson, teaching method and school family cooperation are the factors which determine the validity of both classroom and general discipline.

The study done in Tanzania by Yaghambe (2013) on the disciplinary networks in secondary schools with the policy dimensions and children's rights in Tanzania found that Disciplinary problems in Tanzanian schools often include truancy, peddling drugs, drug abuse, bullying, taking alcohol, smoking, sexual affairs, abusive language and theft. In the Education Act corporal punishment emerged as a tool to curb these students' misdemeanours. The findings suggested that the use of physical and corporal punishment method was often degrading to students but less effective. A wide range of abuses of students' rights was noted, a feature which is anathema to the Convention on the Rights of a Child (CRC) and the African Human and People's Rights charter on human rights. However, none of these studies looked on the definition of discipline and its management considering the previous social and school setting against the contemporary social and school setting in Tanzania particularly in Kasulu District. This study was designed to fill this information gap by focusing on redefining discipline in a contemporary school setting with empirical evidence from Kasulu District.

## **2.10 Chapter Summary**

This Literature review focused on the information pertaining the conceptualization of school setting, Theories guiding a study, positioning discipline, Disciplinary approaches,

classroom management models and education for moral socialization and discipline development in schools .The chapter has also examined the Tanzania education regulation on discipline management and the synthesis and information gap in the existing body of knowledge was identified. The next chapter deals with the research design and methods aimed at obtaining the relevant data.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 An introduction**

This chapter presents the research approach and research design consists of parts listed as study population, sample size, sampling techniques, study area, research instruments such as questionnaire and interview, validity and reliability of the study, data analysis and interpretation, ethical consideration as well as chapter summary.

#### **3.2 Research approach**

A mixed research approach (MRA) was employed in this study. This approach employs both quantitative and qualitative research approaches. Tashakkori and Teddlie (1998) pointed out that, mixed approach is normally appropriate in research programs. It is an approach to have a more in-depth information and knowledge of the problem as well as providing rich datasets. It also assists for to increase findings reliability and credibility through the triangulation of the difference evidence results. Through this, the generalization of the study findings can be proposed. Also, Creswell (2009) pointed out that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research. However, it is one of the approaches that may seem very difficult to manage and require much more analysis and rendition. More and resources are involved and may be boring to the researcher.

Ihuah (2015) asserted that mixed methods provides strengths that offset the weaknesses of both quantitative and qualitative research. For instance, quantitative research is weak

in understanding the context or setting in which people behave, something that qualitative research makes up for. On the other hand, qualitative research is seen as deficient because of the potential for biased interpretations made by the researcher and the difficulty in generalizing findings to a large group. Quantitative research does not have these weaknesses. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other though it sometimes takes much more time and resources to plan and implement this type of research.

In this study, quantitative research approach was employed specifically in the computation of various frequencies and percentages which related to respondent's information. When respondents' information are computed, it helps us to understand better the degree or magnitudes of respondents' behaviours and being able to interpret them (Mtahabwa, 2007). On the other hand, qualitative research approach was employed with the intention of comprehending participants' views on the study. Qualitative approach provides room for the researcher to enter the respondent's personal/world in order to gain deeper and clear understanding of their attitudes, feelings, perceptions and experiences through interviews and open-ended questionnaire (Creswell, 2007). So, in this study, quantitative approach was used for the data collected in the form of closed questionnaires and qualitative approach was used for the data which describe experiences without the use of numeric data.

### **3.3 Research design.**

A research design typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data

collected. In this study a survey research design was used. Thomas (2003) defines survey as a process that involves gathering of information about the current status of some target variable within a particular and reporting on the findings. The survey was used to collect data from the targeted population and to be able to identify trends and patterns with relation to the disciplinary practices used in schools. Using the survey was deemed appropriate because it made it possible to get a large number of respondents, to standardize questions so that they are relatively free from some kind of errors and because it is cheaper and relatively easy to administer (Kelly, Clack, Brown & Ciczia, 2003).

#### **3.4 Area of the study.**

This study was conducted in Kasulu District involving selected secondary schools. The researcher has chosen Kasulu District due to the reason that Kasulu is an emerging and fast growing town with rapid increase of secondary schools both public and private schools comparing to some other District while it is still looking like rural area especially on its infrastructures, the economic status and the level of education of their residents whereby the issue of interpreting discipline in school setting needs to be considered. Also this choice based on the factor of limited resources which do not satisfy to involve the large area of study.

#### **3.5 Target population.**

This study involved the population consisting of secondary schools, Teachers, students, parents, District education officers (DEOs) and Religious leaders. These categories were selected because they comprise the major composition of students' disciplinary

indicators in a school context since discipline at school is an ethical prerequisite issue and it is affected both by internal external school environment.

### 3.6 Sample size

In this study a small group of subjects was drawn from the entire population .The study involved 10 secondary schools to represent secondary schools in Kasulu District whereby from these schools, 100 students were selected as a sample and 50 teachers taken as sample from these schools in this study.5 parents were selected as representatives.2 Education Officers were involved and 3 Religious leaders. Therefore the number of sample size in this study was about 160 respondents. The selection of research participants based on relevant information each participant provide concerning the research topic.

**Table 3.1 : Number and Categories of Respondents.**

S/N	Respondents	Sample size	Percentage %
1	Teachers	50	31
2	Student	100	63
3	Parents	5	3
4	Education Officers	2	1
5	Religious leaders	3	2
	TOTAL	160	100

Source: Field data 2015

### **3.7 Sampling techniques**

The researcher used techniques from both probability and non-probability sampling techniques whereby simple random sampling and purposive sampling employed as shown here below. The aim of sampling is to identify the participants and arrange the meeting time (Sarantakos, 1998)

#### **3.7.1 Simple random sampling.**

This probability sampling techniques used to ensure representation of the findings and avoid biasness in the study process and come up with accurate conclusion. This is because the result obtained from each selected school, students and teachers sample selected were of the same composition and characteristics as the universe. Random sampling used because it gives each of the subjects an equal chance of being selected, thereby ensuring a high degree of representation.

#### **3.7.2 Purposive sampling**

Gall and Meredith (2003) argued that specific information is obtained through employing purposive sampling in any study. Thus this technique was used in order to meet an intention of the study whereby the respondents were required to give the best and unique information in order to satisfy the research objectives. Purposeful sampling procedure enables the researcher to decide what needs to be known and sets to find people who can and are willing to provide relevant information by virtue of knowledge or experience (Bernard, 2002). Parents, education officers and religious leaders were purposefully selected in order to obtain rich information about the perceptions of

discipline in a contemporary school setting since their representations based on the character of the entire society.

### **3.9 Data Collection Methods**

Data is raw material or information; it is a fact or a piece of information (Harris, 2011). In research, data is required to provide the researcher with facts, such as values or measures that can be in forms of numbers, words, measurements, for describing a situation under study. Therefore, data collection is a process of gathering and measuring information on variables of interest, in an established systematic way that enables one to answer stated research questions. The researcher employed the following research methods in collecting data. These were Questionnaires and interviews.

#### **3.9.1 Questionnaires**

In this study the questionnaires were administered for teachers and students regarding that their views, opinions and attitudes on the clear interpretation of discipline in a contemporary school setting are obtained. The form of filling them depended on the accessibility of respondents whether administered or distributed and collected later as referred by Goode and Hatt (1981) questionnaire is “devised for securing answers to questions by using a form which the respondent fills himself”. For the purpose of data collection a Likert method of summated rating was used. A Likert-type scale consists of a series of declarative statements. The respondent is asked to indicate whether he/she agrees or disagrees with each statement. Commonly, five options are provided: "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." The design of rating technique considers the existence of the judges who have done the rating, the

phenomena to be rated and the continuum along which they have rated. The closed questions were composed to show the advantages of easy handling, simple to answer, quick and relatively inexpensive to analyze statistical analysis. Also open-ended questions which were designed to permit a free response from the respondent rather than one limited to certain stated alternatives considered appropriate employed. Questionnaires with a Likert formatted questions were designed and composed in both Kiswahili and English language in order to be understood well by these respondents to give the clear information.

### **3.9.2. Interviews**

According to Patton (2002) interviews are done with the intention of finding out things that cannot be observed. In this study semi-structured interviews were used to collect data from teachers, parents and the education officer. This technique was chosen for the purpose of obtaining rich and detail information concerning the language of instruction and the influence it has in students' performance. The purpose of interviewing according to Patton (2002) "is to find out what is in and on someone else's mind, to gather their stories." Furthermore, interviews are flexible and allow room for clarity on certain issues by asking additional follow up questions. Bryman (2008) says that flexibility enables the researcher to ask questions in different order as well as search for clarity on answers that were not clear.

The interviews were conducted using an interview guide which prepared directly in covering the issues related to the research objectives. Bryman (2008) notes that in preparing an interview guide a researcher should ensure that the research questions are

answered and interviewees share the important issues related to the research topic at the same time allowing flexibility. This interview guide served as an outline with some questions added and some that were not asked. Open-ended questions were used which according to Patton (2002) they generate rich answers where interviewees use whatever words they want to express what they have to say as each interviewee provides different answers. The questions were direct and clear and were prepared in Kiswahili, the language which was familiar to most of the respondents and allowed them free expression. A total number of five parents, two education officers and three religious leaders were interviewed to obtain primary data as the fresh information to show originality. The interviewees were chosen because they were directly involved with the matter concerned and had substantial knowledge on the area of study.

### **3.10 Validity and reliability of research instruments**

Validity and reliability of information or data collection instruments help in establishing indicators that provide evidence to ensure that collected information is truthful and plausible (Mertens,1998). Validity and reliability of research instruments in the study were ensured as follows.

#### **3.10.1 Validity of instruments**

Validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index (Babbie, 2004). Validity produces accuracy and trustworthiness of the instruments, data and findings of the study. Trustworthiness helps to establish confidence in the findings (Golafshani, 2003). In this study, the following

techniques employed so as to maximize the validity of the instruments, data and findings.

### **3.10.1.2 Triangulation**

According to Patton (1999), triangulation implies a combination of different data collection methods in the fieldwork. The study employed multiple methods of data collection so as to increase validity of collected information. These methods were questionnaires and interviews. Golafshani (2003) confirmed that, studies that use one method of data collection are vulnerable to errors of the particular method.

### **3.10.1.2. Back translation**

This refers to the process of translating materials from its original language to different language (Chrisler and McCreary, 2010). Mtahabwa (2007) argued that, the aim of this interpretation process is just to make easy communication with informants. In this study, the questionnaires and the interview guide which is constructed in English language were translated into Kiswahili for easy understanding by respondents. In such a case, respondents comprehended content from the English language so as to provide accurate responses.

### **3.10.2 Reliability of instruments**

To ensure reliability, the researcher carefully observed the clarity of instructions given to users of the instruments. This is due to the fact that, the clearer the instructions the higher the reliability will be (Enon, 1998). Patton (2002) defined reliability as the consistency with which repeated measures produce the same results across time and

across observers. Reliability, on the other hand, implies that if a method of collecting evidence is reliable, it means that anybody else using this method would come up with the same results (McNeil, 1990).

### **3.11 Data analysis and interpretation.**

This study collected both quantitative and qualitative data. Quantitative data were collected by using closed questionnaires while qualitative data collected by using semi structured interview. On the other hand, in regard to the nature of collected data, data analysis procedures also involved both quantitative and qualitative data analysis. Quantitative data analysis is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect (Babbie, 2004).

Qualitative data analysis is the non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationship (Babbie, 2004). Data analysis involved: Data reduction process, in this stage the researcher reduced the dimensionality of the qualitative data by using content and thematic analysis which involved the identification of patterns of ideas, concepts and behaviours of the respondents. According to Ntambala (2011), in this aspect the researcher was assigned abbreviated codes of a few letters, symbols and places them next to the themes and ideas found in order to help organization of the data into categories. The number of respondents assigned the letter “N”, Teachers assigned the letter T<sub>1</sub>....., Students assigned the letter S<sub>1</sub>....., Parents assigned the letter P<sub>1</sub>.....,

Education officers assigned the letter E<sub>1</sub>..... and the Religious leaders assigned the letter R<sub>1</sub>.

In this study, qualitative data examined carefully to allow identification of related themes and patterns and organize them together into meaningful themes. In the same vein, quantitative data reduced by descriptive statistics, coding and processing with the use of computer aided analysis where by tables, bar charts, pie charts and percentages were applied in this study.

### **3.12 Ethical consideration**

In carrying out research, it is important to protect human rights and privacy of respondents from being infringed by the researchers. Social research ethics refer to generating a mutually respectful, win-win relationship in which participants are pleased to respond candidly, valid results are obtained, and the community considers the conclusions constructive (Miller and Brewer, 2003). In this study, before the commencement of his study, the researcher obtained approval from The Open University of Tanzania in form of research clearance from the Vice-Chancellor. The permission letter was sent to the District Executive Director (DED) as well as to the heads of schools that were involved in the study. Similarly, the researcher sought the consent of the respondents prior to conducting interviews and completion of questionnaires. Information gathered was also treated confidentially throughout the study. In the actual data collection process, voluntary participation of respondents in the provision of required information were considered and practiced through instructions upon responses provision. Moreover, the researcher put much emphasis on the

maintenance of anonymity and confidentiality and hence the names of the participants were not disclosed. Mugenda and Mugenda (1999) asserted that, respondents should be protected by keeping the given information confidential. At the beginning of data collection a researcher explained the purpose of the study, asked for the consent from the respondents to conduct the interview and administering questionnaire and explain their rights as participants to partake in giving information. Considering the subjects of the research who are the main source of information is important, therefore, ethical issues ought to be observed during field work.

### **3.13 Chapter summary**

This chapter has discussed issues related to the research methodology. The chapter opened with an introduction in which the main sections of the chapter were outlined. The main contents discussed in the chapter include description of the study area, research design, research approach, population sample and sampling techniques. Other issues were data analysis procedures, instruments of data collection, validity and reliability of research instruments and finally ethical consideration. The discussion on the methods to be used in data collection in this study made the opportunity to collect various information required and presents them in the next chapter to meet the need of the study

## CHAPTER FOUR

### 4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

#### 4.1 Introduction

Chapter three dealt with methodological issues which presented procedures for collection and generation of findings on Redefining discipline in a contemporary school setting with empirical evidence from Kasulu District. The study addressed three specific objectives which were to examine the way stakeholders define discipline in a school setting, to explore the perception on how to maintain discipline in a school setting and to investigate the issues emerging in discipline control in school setting. This chapter presents a view of data and discussions of findings of the study. Presentation and analysis of findings are organized based on research objectives and questions that guided this study. Findings are also discussed in the light of existing literature of the study.

This chapter is organized into four main sections. The first section presents demographic characteristics of respondents. The second section gives information about how stakeholders' defined discipline in a school setting. The third section presents the perceptions on how to maintain discipline in a school setting and the fourth section one gives attention on the issues emerging in discipline control in school setting.

In the Likert Scale formatted questions where as Strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly disagree = 1, the highest value was assigned 5 value and the lowest value assigned to 1 value and the mid-point assigned as undecided with a 3 value. From this rating scale the scores obtained below the mid-point value (3)

assigned as Negative responses and the scores above the mid-point value assigned as the Positive value. This was adopted from the Kostoulas (2015) in his conception that if a researcher interested in knowing the beliefs of a 'typical person' (whatever that might be), they might be tempted to calculate a mean score for this data. The formula one uses to calculate means is:

$$\frac{(\text{Number of people responded} * \text{Weighting for column 1}) + (\text{Number of people responded} * \text{Weighting for column 2}) + (\text{Number of people responded} * \text{Weighting for Column 3}) + (\text{Number of people responded} * \text{Weighting for column 4}) + (\text{Number of people responded} * \text{Weighting for column 5})}{\text{Total Number of respondents}}$$

In the example above, this would yield:

$$(X*1) + (x*2) + (x*3) + (x*4) + (x*5)/N$$

Whereas X stands for number of people responded and N stands for total number of respondents.

**Table 4 1 : Demographic characteristics of respondents N=160**

<b>Teachers</b>	<b>Gender</b>			<b>Education level</b>				<b>Experience(years)</b>					
	male	female	total	form six	diploma	degree	Masters	total	0-2	2-4	4-6	6-above	total
	36	14	50	4	34	10	2	50	13	16	8	13	50
Percent ts %	72	28	100	8	68	20	4	100	26	32	16	13	100

<b>Students</b>	<b>Gender</b>			<b>Ages</b>				
	male	female	total	12-16	17-20	21-24	25-30	total
	45	55	100	16	75	9	0	100
Percent ts %	45	55	100	16	75	9	0	100

<b>Education officers</b>	<b>Gender</b>		
	male	female	total
	2	0	2
<b>Parents</b>	3	2	5
<b>Religious leaders</b>	3	0	3
Total	8	2	10
Percents %	5	1	6

As it is seen in the Table 4.1 on the demographic characteristics of respondents it show that the study involved 50 teachers where by 36 (72%) of teachers were male, 14 (28%) of teachers were female. These teachers were classified according to their levels as, Form six 4 (8%), Diploma 34 (68%), Degree 10 (20%) and Masters Degree were

2(4%). These teachers were also categorized according to their experiences in terms of years whereby year 0-2 were 13(26%), year 2-4 were 16(32%), year 4-6 were 8(16%) and year 6 and above were 13(26%). All teachers involved in this study as respondents were about 31% of 160 respondents as the sample size of this study. Also the study involved 100 students whereby 45(45%) were male, 55(55%) were female. These students were categorized according to their ages whereby between 12-16 were 16(16%), 17-20 were 75(75%), 21-24 were 9(9%) and 25-30 were 0(0%). All students as involved in this study they were about 63% of 160 respondents as the sample size of this study. On the other hand the study were involved education officers, parents and religious leaders who were almost 10 in tandem to make 6% of the total number of respondents of about 160 as a sample size of the study.

## **4.2 Defining discipline in a school setting.**

### **4.2.1 Stakeholders' definition of discipline in a school setting.**

This section presents findings concerning the first objective of the study which sought to examine the way stakeholders define discipline in a school setting in Kasulu District. This was responded by all respondents involved in this study. This was done as commented by Arthur (2003) that good discipline needs cooperation of students, teachers and environments to include parents/guardians and other education stakeholders. In data collection process, interview and questionnaires with open ended questions were used.

In defining discipline in a school setting one respondent stated that: *Discipline is a state of doing a right thing, at the right time and at the right place all the time at the school*

*environment for all school community members..... (T<sub>1</sub>).* According to this perception it shows that discipline should be considered as culture for anybody at the school environment in doing right things. From this assumption it means the whole life of human beings should be controlled by discipline which is guided by the terms right, time and place.

Another respondent added that: *Discipline at the school environment is the state which leads people of all kind workers and students in fulfilling their responsibilities with co-operation respecting each other with no consideration of essence, sex, colour, religion, tribe and other characters on the friendly and democratic environment with regard of accepted regulations, procedures and rules at the school environment..... (T<sub>2</sub>).* From this perception it show that at the school environment doing right things at the right time needs co-operation of all people with no any kind of segregation while adhering to all accepted regulation, procedures and rules. This perception was in line with respondent, (S<sub>1</sub>) who said that.... *discipline at the school environment is a state whereby there is good communication and consensus between teachers, students and other school workers like guardians, cooks, personal secretary and others.*

On the other hand one respondent, (T<sub>17</sub>) said that... *discipline is a total behaviours and appearance of a person in general in respecting other people and the whole society surrounds the school environment. Discipline can be good or bad depending on child upbringing from parents and other guidance from teachers at the school setting.* In this perception it has been observed that discipline of anybody before he/she going anywhere is built by his/her parents meaning that early parental child upbringing is so vital in the

behavioural management of a person. This conception was in line with Epstein (2001) asserted that pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighbourhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self fulfilment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

This went in line with respondent, (**R<sub>2</sub>**) who said that..... *Discipline comes from moral teachings which are taught by the parent/guardian and the society in general to a child with diligently so that they can be able to know how to live in this world. When a child is taught with diligence good habits by his/her parent/guardian and the society he/she will have a good discipline but if he/she will not be taught good habits diligently he/she will adapt worse ethics. This is because home ethics is a great defence to a child for all bad ethics which a child can encounter wherever.* This show that the issue of discipline in a school setting is translated from the social ethics and the family level and this concur with Sheldon and Epstein(2001) that discipline takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. It is arguably that from this view the guiding and upbringing of a parent to a child is a great treasure in all of his/her life time. Good parental child upbringing is a good tool for

teachers at school to develop a child academically and hence a production of full responsible citizen.

This perception was extended by respondent, (E<sub>2</sub>) who said that.....*Discipline is all about procedures, regulations, serenity in traditions and norms accepted in a certain society in learning and inculcating the society for the benefit of the daily lives in the world according to the belief of a given society. At the school environment, discipline is the procedures to be followed at the school which is accepted in a society in the context of teaching and learning ethics at school or any other training provided at school including inheritance of a given society.* From this perception discipline was connected to traditions and norms and beliefs of a given society where by the accepted traditions and norms of a given society should be introduced in the context of teaching and learning at school as the ethics and these ethics should be seen as the inheritance of a present and coming generation of a given society.

After having a look at home ethics as the basics of discipline of a child, one respondent ,(P<sub>3</sub>) asserted that.....*discipline is a good behaviour on regulations or rules made which basically directed to a teacher in the sense that he/she should have a self honouring to extent students learn from him/her in dressing, talking with a limit of doing unwanted things with students which can hinder good management of discipline because students used to adapt any behaviour prevail at the school environment.* This means that though parents will involve it is the role of a teacher to develop a child discipline since him/her is the one who is trusted by the parents and the society to impart other new knowledge with socialization which can greatly affect a child discipline. This means that

a teacher needs to be role model in whatever he/she does before a child. This was in line with Arthur (2003) asserted that Teachers work together as professionals and with parents and community members as partners-to positively shape the social, emotional, and character development of the young people entrusted to them each day.

This was also supported by Vygotsky (1978) that Teachers need to connect with student interests and find the right balance of challenge and support for every student, what has been called personalization. This can best happen when teachers are in the maximum zone of proximal development (the difference between what a child can do with support and what a child can do without support) for every student. The ability of students to attend and teachers to personalize instruction is moderated by physical, socio-emotional, and cultural factors. As schools are microcosms of society, misbehaviour acquired at home can be transmitted to school sites (Edwards, 2004). Therefore, the role the society plays in children's lives is sometimes more influential than that of the school. Not only the immediate home environment but also the larger social setting influences children's behaviour which parents may have little control. For example, gang activity and drugs, peer pressure and technology, racial and class conflicts may be acquired from the macro-environment in which students form a part.

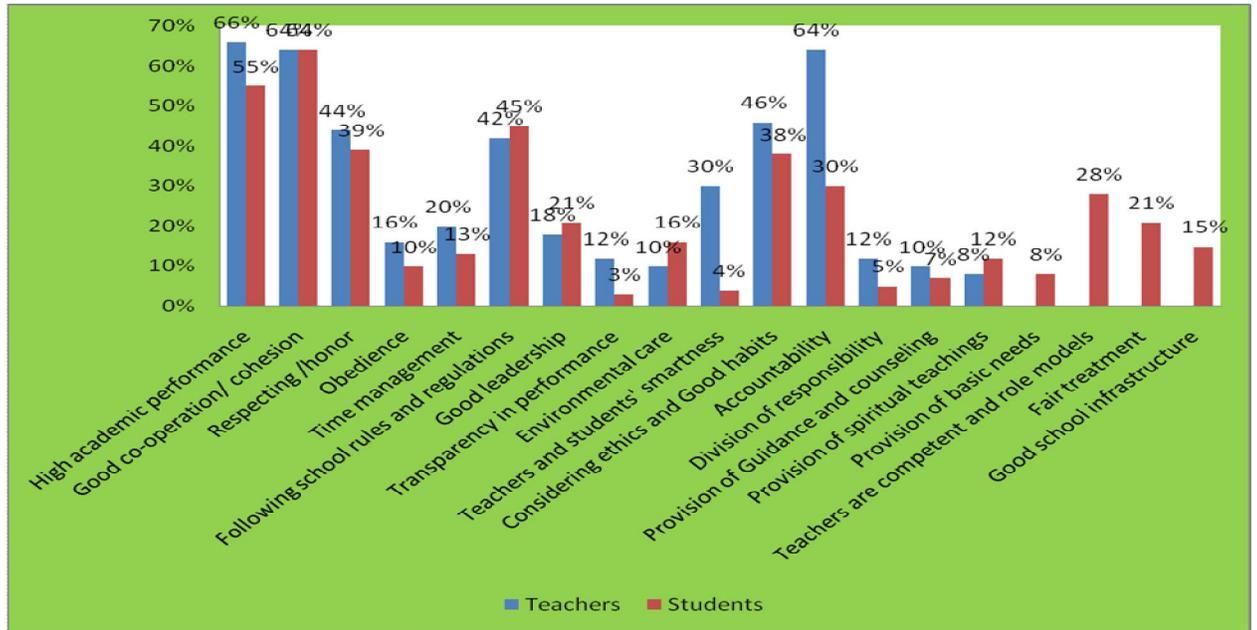
This discussion show that discipline in a school setting cannot be created as the initial stage but it can be developed as it has been initiated primarily at home setting. This means that the issue of discipline is very wide since it has been noted that discipline is not the issue of school but the issue of the entire society. Since discipline involves doing right things at right time and at right place anybody is required to have discipline and

because discipline is taught and adaptive children's discipline is measured according to the guiding he/she has got from his/her family and the society and hence a school through teacher's guiding to take part in developing children's discipline as built at the family level to produce a responsible citizen as the social demands are concern. A society is like an umbrella of discipline because a society with moral decay obviously has families with moral decay hence the creation of a generation with no ethics but if the society is good at ethics families will have good ethics and hence the creation of a good generation with high level of ethical consideration. Thus teachers at school will have good discipline themselves because they have come from the family and the society which considers discipline hence they can be able to shape their students' behaviours in a good manner.

#### **4.2.2 Characteristics of a school with good discipline.**

Under this sub section respondents were asked to put on what they think should be the characteristics of a school with good discipline. This question was responded through open ended question to teachers and students and interview question to other respondents. From what teachers and students provided as their best answers the following major characteristics were found. The responses from Education officers, Parents and Religious leaders were presented as they were asked through interview question to show what they think should be the characteristics of a school with good discipline as how the question was directed to teachers and students. The responses from teachers and students have been summarized in figure 4.1 below.

**Figure 4.1 : Responses of Teachers and Students characteristics of a school with good discipline**



From the figure 4.1 it show that high academic performance was strongly agreed at 66% by teachers as the highest characteristics that can identify the school with good discipline while students agreed at 55% that high academic performance can identify that a school has good discipline. To the students they may think that sometimes even the students with bad behaviours can perform high academics may be that is why they have responded below teachers' responses though if this could be their perception one religious leader supported the high academic performance as the characteristics of a school with good discipline where he said that.....*good discipline results to good academic performance and bad discipline results to poor academic performance though sometimes a student with indiscipline behaviour can perform high academics but it is at very little and this kind of student in his/her future working he/she will not be with integrity because his/her ethical foundation is poor...(R<sub>1</sub>)*.

This is elicited by Khewu (2012) that as it is noted that learner performance is linked to learner discipline, it is important, therefore, for teachers to ensure that learner discipline is maintained and improved in schools so that learner performance can be improved. It is also important to note that more than the immediate results of a learner passing a grade, it is important to understand that school discipline is also aimed at changing learners' behaviour and contributing to the learners' wellbeing and the way she views her life world later in her adulthood.

The issue of good co-operation/cohesion to both teachers and students seemed to with equal response of about 64%. This implies that in order for a school to have a good discipline there is a need for both teachers, non teachers, parents, students and other education stakeholders to play their parties each one but with good co-operation to show the linkage of their performance. Through this chain high academic performance at school can be achieved. This discussion goes together with the view of Ovell (2001) that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. This is also in effect with Mwangi (2003), there is a correlation between school organisations where there is discipline and academic performance.

Respecting/honouring at the school environment was revealed by teachers at 44% and students at 39% as the identification of a school with good discipline. This distinction it might be because the issue of respecting is usually much emphasized to the students because students are the ones who always asked to show respect and there is no

obviously direct emphasis which is seen by students that teachers are also part of respecting especially upon them. This issue of respecting was also supported by one parent, (P<sub>3</sub>) who said that.....*respecting is with no cost hence for a school to sound as with good discipline respecting one another should incorporate all school community members from a head of a school to include staff and non staff with students.....*

Obedience was agreed by teachers at 16% and students at 10%.This implies that both teachers and students agree with obedience as the characteristic of a school with good discipline though this distinction can be interpreted that teachers still they believe that student is the victim of implementing teacher's order in whatever at the school setting means that student has no objection and compromise to the order of the teacher.

Time management seemed to be a characteristic of a school with good discipline for teachers at 20% and for students at 13%.These responses show that teachers see time management as factor of performing well in the school daily activities but students because most of them they don't have self-awareness they therefore don't see if time management can extremely identify a character of a school. This was supported also by one parent, (P<sub>4</sub>) who said that.....*a school with good discipline has a work schedule for all activities that is taking place at the school setting and this can lead to perform well the right activity at the right time.....*

Following school rules and regulations was agreed by the teachers at 42% and students at 45%.Under this ratio it shows that both teachers and students concur with this characteristic that can signify the character of a school as with good discipline. This

sometimes implies that students understand the importance of rules and regulations in shaping the student's behaviour and this act as a force catalyst of behaving well to both teachers and students at the school environment.

Good leadership on the side of teachers it was responded about 18% and students responded at 21%. This show that both teachers and students agree with this characteristic that it can make a school to be known as with good discipline. This distinction which made the responses of teachers to be below that of students may be it is because the issue of good leadership can be affected by other factors to sound good. This was supported by one education officer, who said that.....*good management of administration office can lead to good moral supervision from the school workers up to students.....(E<sub>2</sub>)*. In line with Greenfield (2003). Scholars believe that "moral leadership" can be understood in two ways, first, the education of the public's children is by its very nature a moral activity so could influence the ends and by what means public education shall proceed and, secondly, relationships among people are at the very centre of the work of school leaders and teachers and for this reason school leadership is, by its nature and focus a moral activity.

Transparency in performance was responded by teachers at 12% and students at 3%. This characteristic seem to be really known by the students different from their teachers and this might be because this issue is normally seen at the administration matters which at the school setting involve the teachers and the school administration system thus students on their side there is no way they can show transparency in their performance.

Environmental care was by touched teachers at 10% and students at 16%.This implies that though teachers consider environmental care as one of the characteristics that can make a school to be with good discipline students see that caring environment can determine the extent of discipline at school sometimes it might be because they are more emphasized to protect the school environment which includes different components which seem to be more beneficial to them.

Teachers and students' smartness was responded by teachers at 30% and students responded at 4%.This distinction implies that students do not see smartness as the issue which can make a school sound as with good discipline also it show that teachers understand the importance of smartness at the school environment and this makes sense that teachers ensure their status of being role to the school community.

Considering ethics and good habits was noted by teachers at 46% and students at 38%.This means that both of them they concur that the issue ethics and good habits is what a discipline is. This was in support of one religious leader,(**R<sub>1</sub>**) who said that.....*if a school considers ethics to all workers and students as well it can be more attractive to many parents to bring their children at that particular school because there is no any parent who wish to put his/her child to a place where there is no ethics.....* This is in line with Griffin (1994) who points that the paramount aim of school discipline should be to endow each learner with habits such as self respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community.

Accountability was suggested by teachers at 64% and students at 30%. This implies that teachers view this in wide range rather than their students which can be because teachers look accountability at the school setting as professionals and at the same time as parents where by students may see this at the side of self awareness. Under this unit it shows that teachers prove that a school where there is accountability there is discipline to both teachers and students. One parent responded in the same way especially when she said that.....*a school with good discipline its workers and students must cheerfully work hard to fulfil their responsibilities..... (P<sub>5</sub>).*

Division of responsibility was responded by teachers at 12% and to students responded at 5%. Though both of them agree with this it can be observed that students see this in a single line of doing the extra-curricular activities as assigned by their teachers while teachers see this in various areas like that involves teaching, playing a parental role as well as that involves administrative issues. One education officer provided some information which emphasized on division of responsibility that.....*an organization which division of labour is not maintained it is evident that the activities done in an indiscipline way because you cannot speak about good discipline at school if there is no division of labour.....(E<sub>2</sub>).* This is in line with Curwin and Mendler (1997) that Responsibility models, on the other hand, require teaching students the skills of decision making and providing opportunities to see appropriate behaviours in action from good role models. Unlike the obedience-model techniques, which work to create fear that something bad will happen when rules are broken, responsibility models actually change student behaviour. We find that more students actually change their behaviours when

they are given instruction on how to behave in the future, rather than simply admonished for behaviours in the past. Discipline aimed at future modification is *training* and *structure* and not punishment. Punishment is always about past behaviour and never about reforming future behaviour. Obedient students have little behaviour that needs reforming. They know how to obey and conform, which is why they are obedient. It is the other students, those who do not yet grasp these concepts, who need reform. They need a system that provides them with the skills to produce the behaviour that will lead them to future success.

Provision of guidance and counselling on the side of teachers responded at 10% and the side of students responded at 7%. This characteristic agreed to both teachers and students to show its importance at school environment. This was supported by one parent who asserted that.....*teachers must know that it is not every mistake done by the student should not be solved through caning and it is not all the time strokes can change the behaviour of a student other issues need guidance and counselling thus a school with guidance and counselling department is a good school..... (P<sub>4</sub>).*

Provision of spiritual teachings was responded by teachers at 8% and students responded at 12%. In a normal circumstance at the school setting spiritual teachings seem to be more necessary to students while on the side of teachers spiritual teachings seem not strong as to students. These spiritual teachings were much emphasized by religious leaders where by one of them asserted that...*teachers and students should honour God and considers religion sessions which will help in providing spiritual teachings and this*

*will help both teachers and students to have God's fearing hearts because God is the only one who is able to lead people in doing good deeds..... (R<sub>1</sub>).*

On the other hand responses from students different from their teachers went far where they added more characteristics which they thought that if they will be considered will add the status of a school to be considered as with good discipline and these characteristics were not noted by their teachers.

These were provision of basic needs like food and shelter which appeared at 8%. Students are victims of food and shelter at the school environment because they believe that if food is provided at school it can help in reducing the indiscipline behaviours which comes through truancy which can be because of the absence of food at school. Good shelter can create a conducive learning environment which is not hostile to them hence it to discipline maintaining. It is true that a child preoccupied with hunger and suffering from nutritional deficiencies may be physically limited from investing in the learning process. This went simultaneously with argument by one parent who said that....*Lack of some basic needs it is the matter which can cause students to go out of the school to find these basic needs even in any way even if they have not permitted by the school..... (P<sub>3</sub>).*

Teachers being competent and role models were added by students at 28% as one of the characteristics of a school with good discipline. This implies that to them if their teachers are not competent and role models it can create the environment for them not to respect their teachers because of being incompetent and also if their teachers are not role

models it can create the environment for students to neglect some of their orders and instructions, hence due to all of this situations it can lead students to find that they are of indiscipline behaviours but which influenced by the teachers' side. One education officer gave similar information with reference to previous time where he said that.... *In the previous it was not the same as today where by a teacher or any one wanted to be enrolled as a teacher seems to be the one with low academic marks as well as being with not good ethics as compared to other professions time, teaching profession based on professional code of conduct and student's discipline based on teacher's discipline The honour of a teacher was so high because a teacher him/herself protected his/her honour. Teachers were filtered when entering in the teaching profession with the aim of getting a real teacher who observes teaching professional code of conduct and the accepted social ethics..... (E<sub>1</sub>)*. This was in vein with Wolf, (1971). Children's social behaviour can be modelled positively when teachers see themselves as role models for pupils and expertly create deliberate interactions in classrooms in such a way as to foster satisfaction than frustrations. Under such an environment, cooperation, efficiency, cohesion, trust and mutual identification is most likely to result since it is believed that teachers are also aware that classroom experiences provide opportunities for children to mature socially and acquire knowledge.

Fair treatment also added by the students at 21%.The inclusion of this characteristic to students it implies that to some extent punitive disciplinary measures are still taking chance to some teachers in shaping students' behaviours. This response can be interpreted that harsh treatment to students cannot favour good discipline at school rather it can create a school as a fearing environment and not a confident environment.

The harsh treatment can make students sometimes to have callosity and if this persists for a long time can lead students to do indiscipline behaviours with no fear because they are callous. This was verified by Ofoyuru and Lawrence, (2011) that when disciplinary measures are used excessively they frustrate students. On top of that Goldman, (2004) and Pani, (2009) argued that corporal punishment should be abandoned because it subjects children to physical force or emotional humiliation, leads to violence, sadness, withdrawal, low academic achievement, and high dropout rate, produces difficult, rebellious learners, and impacts negatively on school leadership and the smooth running of the school. In worst cases some schools close down, examinations are postponed, there are clashes between students and police or students damage the school.

Lastly students added at 15% that good school infrastructure can also make a school with good discipline. School infrastructure can include teaching and learning materials, health facilities, teaching and learning environment especially classrooms, playing grounds, water supply, electricity supply and other necessary infrastructures which can help to have a good and conducive teaching and learning environment. This means that if there are no good infrastructures at school it can create hostile environment to the school community which sometimes can lead to violation of school rules and regulations hence indiscipline behaviours. This was in line with Heald and Moure (1990) that as students compete for limited resources in school like teaching materials and learning materials and other infrastructures, conflicts arise threatening the peaceful co existence at the schools.

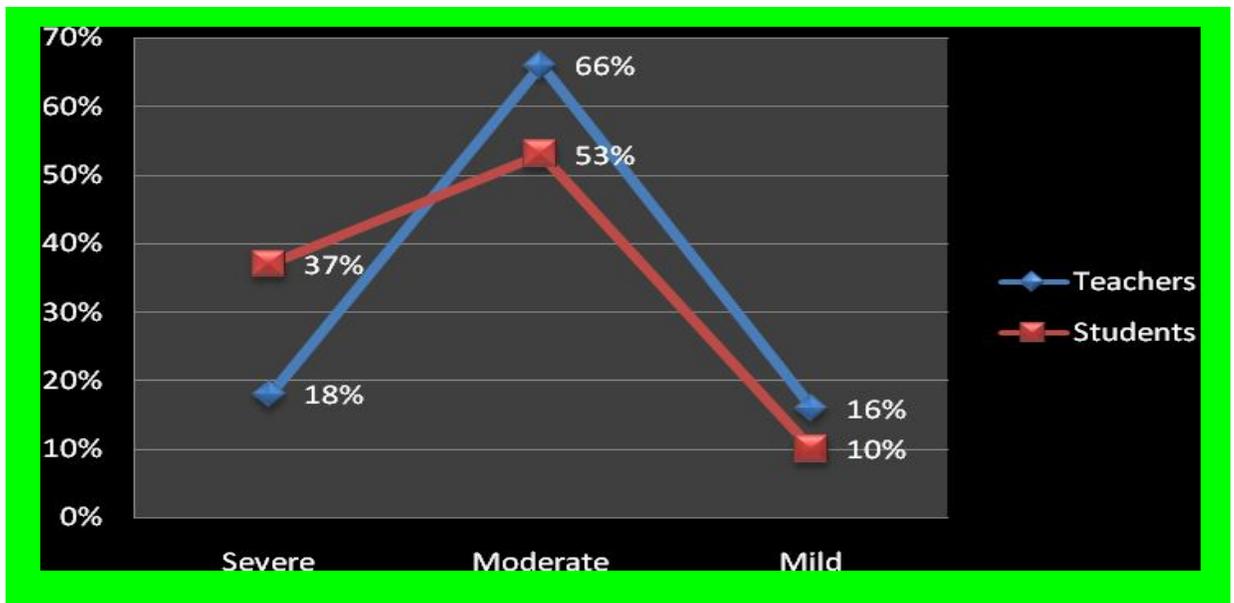
From the discussion on the characteristics of a school with good discipline all respondents seemed to agree in tandem in various things that seem to make school sound as with good discipline where by high academic performance seem to be supported by the majority implying that there is no way a school can sound as with good discipline if it does not show good level of academic performance. This means that behind good performance there is good discipline because good discipline results to good academic performance and not only this but also creation of a full responsible citizen. Nevertheless it was noted that for a school to have a good discipline it involves good co-operation in various issues at the school setting which goes together with accountability of whoever involved at the school setting. In one way another in this discussion it was revealed that students have got a big chance in ensuring that discipline at the school setting is an agenda on their studies and this was seen when they went far in thinking about other things which can make a school to sound as with good discipline where they provided other characteristics different from those they agreed together with other respondents. Therefore for a school to have good discipline it needs consideration of various things even if they can have the equal weight but they have contributions in making a school with good discipline.

It is in this sub section where it has observed that to have a clear interpretation of discipline in a contemporary school setting there is a need of defining discipline by differentiating the traditional school setting which looked discipline only at the school setting and the modern school setting which needs to go beyond the school setting where by the family, society and the Government will be involved. Extra element/parameters which can be involved to help in making good discipline need to be considered like

infrastructure, provision of food, supporting building and others of the like. Also discipline need to be defined beyond the school setting where by the family, society and the government need to be involved with the clear definition of the roles to be fulfilled by each part. This can make a school with good discipline being attractive and good industry for socialization, creation of a generation with ethics and hence production of full responsible citizens.

#### 4.2.3 Discipline and its effect to academic performance.

This sub section aimed at measuring the relation between discipline and academic performance and how respondents considers the level of academic performance with effect to discipline trends at the school setting. This question was addressed to all respondents using both questionnaire and interview where by the responses of teachers and students are summarized in figure 4.2 below.



**Figure 4.2 : Teachers and Students' responses on the extent to which discipline has affected the level of academic performance.**

From the figure 4.2 it has shown that both teachers and students agree on the truth that there is a relation between academic performance and the status of a school discipline where by the severe intensity shown by teachers was 18% while that of students was 37%. This means that there is no way one can speak about good academic performance with no consideration of discipline at the school setting. This was supported by one parent who said that.....*good academic results of a student depends on his/her good behaviour and the way he/she studies hard....(P<sub>2</sub>)*. This is in line with Fortin, (2005) and Mwamwenda, (2004) that schools where discipline is a problem have little chance of delivering an education that meets people's needs, and if pupils are to develop academically, they also need to develop morally and socially.

Teachers and students together shown at the school environment the level of academic performance is moderately affected by the status of discipline. From the figure above it shows that the moderate intensity at which teachers noted was 66% while students noted 53%. This intensity show that both teachers and students believes that good academic performance depends on various factors apart from discipline as a factor. This went together with what argued by one education officer who said that.....*it is not enough to see discipline as a leading factor in academic performance it is better also to look on other factors that can help in performing well academically because there are so many other factors which with the inclusion of discipline can affect the level of academic performance.....(E<sub>2</sub>)*.

This is in line with the study of (Cowley 2001, Jones and Charlton 1996,) which stated that Run-down and dilapidated schools, with poor facilities, could have a negative effect

on learners' academics and behaviour and this may lead to increased vandalism. It was also added by Hussain (2006) that there are different factors that can affect the student academic performance in their research. There are two factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors includes students competence in English, class schedules, class size, enrolment qualification, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. Research studies shows that students' performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance.

In other way also both teachers and students came together accepting that sometimes at the mild intensity academic performance can be affected by the status of discipline at the school setting. Teachers concur with this at 16% while students was at 10%. This implies that they both believe that sometimes a student with indiscipline behaviour can achieve good academic performance. Though this perception was criticized by one religious leader where he said that.....*it true that a student with indiscipline behaviour can perform well in his/her examinations but this good performance it is obviously that it might be accompanied with corruption. Nevertheless this student in his/her future when he/she will be employed he/she will be with no integrity..... (E<sub>3</sub>).*

From the discussion above under this sub section it has been noted that all respondents shown that they agree that there is an extent to which discipline can affect the level of academic performance. It meant that in any way one can think about the level of academic performance with effect to the status of discipline there is no way we can forget to think about other factors rather than discipline that they can affect the level of academic performance. This means that in academic performance discipline has got a chance of affection but not only itself there are other factors that can affect the level of academic performance.

#### **4.3. Perception in maintaining discipline in a school setting.**

This section presents findings concerning the second objective of the study which sought to explore the perception on how to maintain discipline in a school setting in Kasulu District. This was responded by all respondents involved in this study. In this objective, teachers and students responded through closed questions designed in questionnaires and information from education officers, parents and religious leaders on how to maintain discipline in a school setting explored through interview based questions basing on their interpretations on discipline in a school setting were collected. Information related to this research objective is presented in sub-sections 4.3.1, 4.3.2 and 4.3.3 below.

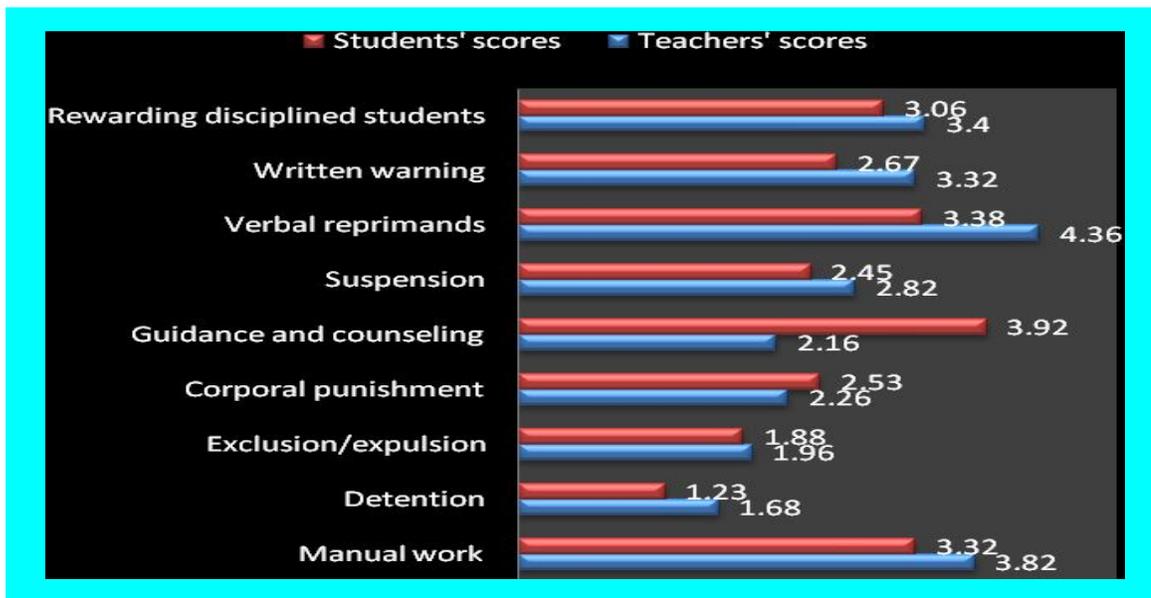
##### **4.3.1 Disciplinary measures commonly used in maintaining discipline at school.**

In this sub section information obtained only involved teachers and students. This was because teachers and students seem to be the right people who could respond on the demand of the question since they are the ones who are familiar with disciplinary measures commonly used in maintaining discipline at school. Also teachers and students

are more visible at the school setting rather than any other stakeholders .The information is summarized in table 4.2 which show teachers and students' responses below.

**Table 4.2 : Teachers and Students' responses on disciplinary measures commonly used at school.**

S/n	Disciplinary measures	Teachers						Students					
		5	4	3	2	1	score	5	4	3	2	1	score
1	Manual work	15	23	0	12	0	3.82	18	40	0	40	2	3.32
2	Detention	3	4	0	10	33	1.68	12	10	0	45	33	1.23
3	Exclusion/ expulsion	3	2	0	30	15	1.96	5	6	0	50	39	1.88
4	Corporal punishment	4	9	0	20	17	2.26	8	23	0	52	17	2.53
5	Guidance/counselling	20	24	0	6	0	2.16	41	36	0	20	3	3.92
6	Suspension	7	10	0	33	0	2.82	8	15	0	68	9	2.45
7	Verbal reprimands	26	20	0	4	0	4.36	27	34	0	28	11	3.38
8	Written warning	10	18	0	22	0	3.32	10	27	0	46	17	2.67
9	Rewarding disciplined students	14	16	0	16	4	3.4	25	26	0	28	21	3.06
Total							25.96						24.44



**Figure 4.3 : Teachers and Students' Scores on the disciplinary measures commonly used at school.**

Under this sub-section a study intended to examine from teachers and students the disciplinary measures commonly used at school where and it has been noted that the overall scores on the teachers responses were about 2.9 while on the side of students it was about 2.7. In actual sense it shows that both responses of teachers and students seem to be not applicable since it was pointed out that all responses found to be below the mid-point value have to be taken as the negative responses while those over the mid-point value have to be taken as the positive responses .

Though the general remarks to both teachers and students show that they had negative responses on the disciplinary measures provided but looking to one measure itself it has been noted that some of the measures are applicable in maintaining discipline at school setting.

Measures like Verbal reprimands which scored 4.36 by teachers and 3.38 by students seem to be applicable as positively accepted to both teachers and students. This can be interpreted that according to this response it is not necessary to apply strokes and any others harsh treatments for any indiscipline behaviour prevail rather it is important to use verbal reprimands sometimes. This is in support with Tshabangu, 2008, Losen, (2011) that the unnecessarily harsh disciplinary policies are often applied unfairly and disproportionately to some students, which in turn, negatively affects their academic achievement and preparation as democratic citizens.

Manual work was another measure which observed to be used by both teachers and students as scored 3.82 by teachers and 3.32 by students. This measure seem to be used may be it is because it is the kind of punishment which in other way it can be more

advantageous to school because it mostly involves school environmental cleanliness and it is the punishment done within the school campus.

Rewarding disciplined students was also accepted by both teachers where by teachers scored 3.4 and students scored 3.06. This means that at school setting the issues of recognizing the good deeds done a person is one way of encouraging and motivating good discipline behaviour at school setting. It is true that a reward can maintain good behaviour and good academic performance of a person at school setting in particular. This is supported by Williamson-Maloy (2010) that using a positive approach in the form of rewarding the positives instead of always punishing the negatives, is an excellent way to encourage desired behaviours. Incentives are very powerful tools when attempting to modify child behaviours and this is true for all children and adults too . This was also added by Mumthas, Munavvir and Gafoor (2014) that Correction and control of misbehaviour can be via behaviour modification, behaviour game, and reality therapy. Direct instruction, reinforcement techniques including social praise, material reinforces and tokens, punishment-oriented techniques including verbal reprimand, group contingency techniques such as the good behavioural contracting, assertive discipline, teacher assertion, systematic use of behaviour modification techniques and continuous monitoring, confrontation questioning, classroom meetings, classroom moral discussions, social problem-solving, behavioural contracting, logical consequences, time-out, democratic governance can be considered for correction and control of misbehaviour.

On the other hand written warning was accepted by teachers at 3.32 scores while students seem not to agree with this where they scored 2.67 as a negative response. This can imply that to some extent students do not put much attention on this measure as the one that can maintain discipline.

Guidance and counselling was also responded in the same trend showing the difference in response between teachers and students where by teachers scored 2.16 as a negative response while students scored 3.92 as a positive response. This difference in response which has made students to respond positively than their teachers it can be interpreted that at school guidance and counselling is also done by other key persons and not only teachers and this might be what has made students to see the presence of this measure more than their teachers.

Nevertheless both teachers and students in tandem were negatively responded on these measures where by detention scored 1.68 by teachers and 1.23 scores by students, Exclusion and expulsion scored 1.96 by teachers and 1.88 scores by students, Corporal punishment scored 2.26 by teachers and 2.53 scores by students and Suspension scored 2.82 by teachers and 2.45 scores by students. In a contemporary school setting these disciplinary measures seem to be very rarely used and this is because they don't have positive implication on discipline management. This is in line with Dill and Haberman, (1995) that all corporal punishments are abusive because of its deleterious effects on long-term welfare of students and the educational environment of the school. Among other things, corporal punishments by teacher's model behaviour, rejected by teachers for the student towards his peers.

This was also in vein with Wolf, (1971) that children's social behaviour can be modelled positively when teachers see themselves as role models for pupils and expertly create deliberate interactions in classrooms in such a way as to foster satisfaction than frustrations. Under such an environment, cooperation, efficiency, cohesion, trust and mutual identification is most likely to result since it is believed that teachers are also aware that classroom experiences provide opportunities for children to mature socially and acquire knowledge.

From the presentation and discussion under this sub-section it has been noted that though there are disciplinary measures that are used commonly to maintain discipline at school some of these measures seemed not to be accepted because they are punitive in nature. This means that even those accepted disciplinary measures they are in one way another need to be empowered and the other measures should be defined to ensure good discipline especially in this contemporary school setting.

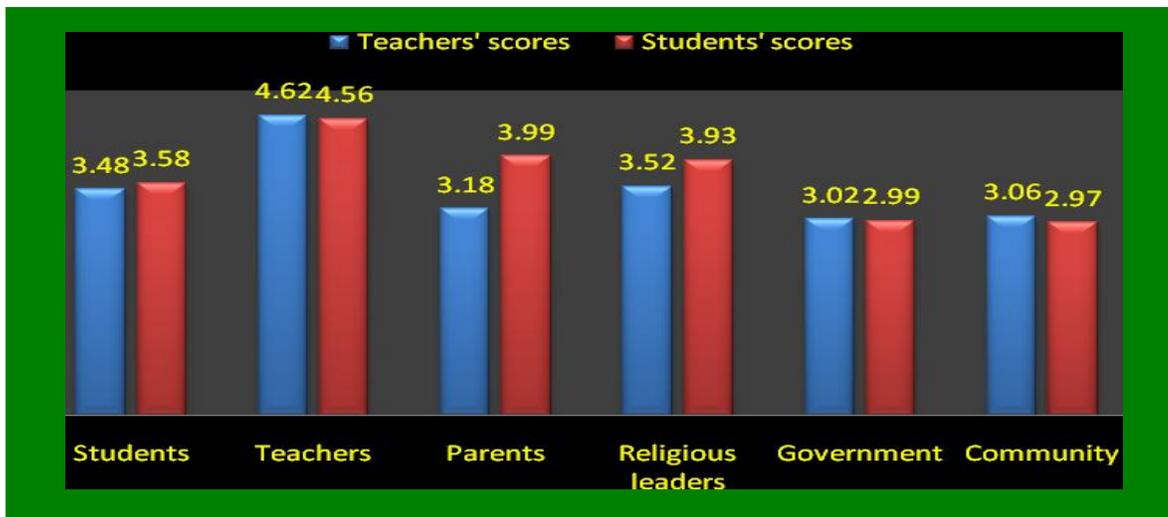
#### **4.3.2 Stakeholders in maintaining discipline in a school setting.**

In this sub section information obtained involved all respondents. The information summarized in table 4.3 show teachers and students' responses below.

**Table 4.3 : Teachers and Students' responses on Stakeholders in maintaining discipline in a school setting.**

S/n	Stakeholders	TEACHERS						STUDENTS						
		5	4	3	2	1	Scores	5	4	3	2	1	Scores	
1	Students	15	15	0	19	1	3.48	41	20	0	34	5	3.58	
2	Teachers	37	10	0	3	0	4.62	64	32	0	4	0	4.56	
3	Parents	11	15	0	20	4	3.18	48	28	0	23	1	3.99	
4	Religious leaders	19	11	0	17	3	3.52	38	42	0	15	5	3.93	
5	Government	10	14	0	19	7	3.02	23	23	0	38	16	2.99	
6	Community	9	11	0	24	6	3.06	22	24	0	37	17	2.97	
Total							20.88							22.02

It has been shown in the table 4.3 on the responses of teachers and students on the stakeholders in maintaining discipline in a school setting that all stakeholders as introduced seem to be touched by both teachers and students.



**Figure 4.4 : Teachers and Students' Scores on Stakeholders in maintaining discipline in a school setting**

In figure 4.4 the scores of the responses of teachers and students were presented to show how these stakeholders are important in maintaining discipline at school. This means that in a school setting in maintaining discipline there is a need of support from different corners of stakeholders and this was in abreast with the study done by Williams (1982) that discipline involves all stakeholders, programmes as well as personality and school climate.

In general on the side of teachers it has shown that the overall average of their responses in all items found above the mid-point with 3.5 scores which implies a positive response on the stakeholders introduced while the overall average of students responses in all items found also above the mid-point with 3.7 scores which also implies a positive response. Though it has been shown that the general response of both teachers and students seem to be positive on the side of teachers all items responded positively though in variation of scores but on the side of students only two items which means government as one of the stakeholder scored below the mid-point value with 2.99 scores and community as one of the stakeholder scored also below the mid-point with 2.97 scores.

Students as stakeholders in maintaining discipline on the side of teachers it was responded at 3.48 scores while on the side of students they responded about the position of students as stakeholders in maintaining discipline at 3.58 scores. This implies that both teachers and students in tandem they agree that in maintaining discipline at school students play part. This means that in one way students at the school setting should control themselves from bad behaviours and not wait teachers or anybody else to force

him/her to behave well. In other way it means that at the school setting students should be involved in all affairs that aim at managing discipline regarding that discipline at the school setting do not mean a discussion of how to punish students but a discussion of a life at school and after school. This went simultaneously with one parent who said that.....*I wonder why students are not involved in discipline meeting at school it is as if all meetings at school used to discuss the mistakes done by the students and that there is no any other issues at school which needs discipline and what I know is that not involving students in some meetings concerning with discipline is to make them fill guilty all the time and make them believe that a school is a hostile environment.....(P<sub>5</sub>).*

This was in line with Sui- Chu and Willms (1996) who pointed out that the children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

Teachers as stakeholders in maintaining discipline at school was accepted by both teachers with 4.62 scores and students with 4.56 scores. Greatly a teacher as a stakeholder above all other proposed stakeholders seem to have a great influence in shaping students behaviour at the school setting. This means that a teacher is like a mirror in the sense that whatever he/she does at school has got effects to the students either positive or negative one because at the school setting a teacher is believed by the students that he/she knows many things if not all and that almost he/she does is right a perception which make students to believe him/her with no doubt in every corner. This was well connected to one religious leader' belief that..... *Always a teacher at the school setting is more respectful, trustful and fearful by the student and this belief is enough for a student to copy his/her behaviour no matter good or bad.....(R<sub>1</sub>).* This

point was in line with Nyaga (2004).that Teachers' attributes, habits and other activities of parents strongly influence their children which in turn influences school discipline. This was also supported by Okumbe (2001) that teachers are required to be a role model or a shining example at all times.

Parents as stakeholders in maintaining discipline at school setting was responded by teachers with 3.18 scores and students responded on it with 3.99.This responses as shown by teachers and students it is a sign that parents are very important in the issues of discipline management at the school setting. Since parents always are the ones who knows the historical backgrounds of their children before school it is true that they should be involved so that they may help teachers in understanding some problems facing students which may need psychological treatment. This was supported by one parent who insisted that..... *A parent has a role to co-operate with (guardians) teachers often when it is needed in order to make the important information of a student being well known both sides to make guidance and counselling where necessary..... (P<sub>1</sub>).*

This was in vein with Charlton and David (1993) asserted that if there is no proper family environment where by social differences and learners are from disadvantaged social areas; this could lead to bad discipline and negative results academically. However, if the family background is not good, different social classes are present in the school, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected.

Religious leaders were accepted by teachers as stakeholders in maintaining discipline at school setting with 3.52 scores while students accepted religious leaders as stakeholders with 3.93 scores. These responses implies that religion has got a great position in collaboration with other stakeholders in ensuring discipline management at school setting especially in the contemporary school setting where there are various blaming from all corners that there is moral decay especially to the youths. This was supported by one religious leader who argued that.....*there is no way to separate respecting God and being well disciplined because spiritual ethics has got great opportunity in building student's discipline. Wisdom (education) of a human being is not enough to help him/her to stop evil deeds (indiscipline behaviours) otherwise he/she should have spiritual wisdom (education).Therefore it is very difficult for a human being to create his/her own discipline because a genuine discipline originate from God and it is through spiritual teachings.....(R<sub>1</sub>).*

Government as one of the stakeholders in maintaining discipline at school setting was scored by teachers at 3.02 while students scored 2.99. For a government to be a stakeholder in maintaining discipline at school on the side of students it was not accepted in a positive response may be it is because the position of government in maintaining discipline at school setting involved at the level of laws, procedures, regulations and policy making and this may be not simple for students to understand because of their level of understanding. Nevertheless on the side of teachers, government as a stakeholder in maintaining discipline at school seem to be accepted but at low level and this might be because the responsibility of the government especially in the contemporary society seem to be not focusing on ethics as the agenda in all

government sectorial activities. Today the government system is accused for being with no integrity in different public service areas. This went simultaneously with the argument of one education officer that.....*in the previous country policies considered culture, customs and norms of a society at a high level and this helped in building ethics to children hence good discipline at school level with a consideration of few foreign policies which seem to be beneficial to the society. Different from the previous, currently country's ethics (government leaders) is a stumbling block in implementing discipline at family level to the school level. Dishonesty, corruption, negligence, favouritism and the lust that surpasses affect in the nomination and supervision of manpower used in building discipline at school level especially today because in the previous moral decay was well controlled from the family level up to school level.....(E<sub>2</sub>).*

Community as one among the stakeholders in maintaining discipline at school was responded by teachers with 3.06 scores while students responded with 2.97 scores. On the side of teachers it shows that tough to a small extent they accept that community members should be involved in discipline management. This means that discipline at school setting is also reflected to the ethics belongs to the entire society therefore the society is informed to know that a school has a role of shaping a student's behaviour and let him/her go and live in a moral society because shaping a student's behaviour and letting him/her go in the moral decayed society it is a nonsense business.

On the side of students they scored below the mid-point which interpreted as the negative response for the community being as one of the stakeholders in maintaining discipline at school setting. This might because to them they don't see the importance of

other social members in all discipline affairs at school setting especially when it comes that they are not of the same genealogy and that they are not getting the material support from these members of a society. One parent pointed out that.....*Today in the society there is no anybody who can concentrate looking on a child's discipline of a child who is not belonging to him/her different from the previous time where a child seem to be a treasure of the whole society.....(P<sub>1</sub>).*

This was in abreast with Grossnickle (1990) that lack of discipline among students is largely a reflection of attributes, values and practices of their society. If there is no social order in a society, the students will be undisciplined in school. This was also in vein with Harber, (2001) and Zulu, (2004) that the problem of lack indiscipline in schools cannot be understood in isolation of what happens in the child's immediate ecology and wider society. As a microcosm of society schools are always blamed for the ills of society, yet society has a major impact on the education system as the problems that schools are facing today are certainly connected to the problems that the society is facing, e.g. drugs, violence and the changing family structures. A number of scholars have mentioned various societal or risk factors that can have a negative influence on the learners' behaviour.

From the discussion in this sub-section which aimed at exploring the perception of respondents on the stakeholders in maintaining discipline at school setting it is argued that in order to ensure discipline at school there is need of looking different premises with the concentration of both the school campus and the out of school campus life. This is due to the fact that students as stakeholders of discipline affairs at school setting they

should be considered as potential because they have suggestions which can help in improving discipline at school setting and this involvement can make them to fill confidence and that they are part and parcel of school development. Teachers seem to be very important key person in shaping students' discipline at school setting because of being role model. It can be interpreted that teachers' behaviour has a great effect on the whole development of a student in all spheres socially, physically, mentally and spiritually.

Parents seem to be the primary moderator of a future discipline of a child. This is because if the family should not have good ethics in nurturing a child the whole future life of a child will be with no integrity and hence the creation of indiscipline generation. The role of religious leaders in providing the spiritual doctrines which will help in making a God's fearing generation is so vital in shaping both students and teachers' discipline at the school setting. This is because it is believed that the father of ethics is only God and therefore whoever abides in him will have prosperity of ethics in the whole of his/her life. There is a need for a government to reshape itself and all of its organs and have a look on ethics and integrity as one among the rarity of the nation from the family level, society level up to the country level involving both local and central government leaders. This will help in making and enforcing laws, rules and regulations on the supervision and management of discipline in a contemporary school setting. The contemporary society should think about the traditions and norms of the ancient society which helped the society to be with good ethics. The ancient society believed to have had no moral decay as today. This might be because they respected and protected the

domestic culture which was different from the contemporary community which seem to be more attractive to the modern life that is much affected with cultural distortion.

#### **4.3.3 Strategies to be employed in maintaining discipline in a school.**

In this sub section information obtained involved all respondents. The information summarized in table 4.4 below show teachers and students' responses.

**Figure 4.5 : Teachers and students' responses on the strategies to be employed in maintaining discipline in a school.**

S/n	Strategies	Teachers					scores	Students					Scores
		5	4	3	2	1		5	4	3	2	1	
1	Guidance and counselling	43	7	0	0	0	4.86	77	21	0	1	1	4.72
2	Strong component of parent and community agency involvement	37	13	0	0	0	4.47	50	47	0	3	0	3.94
3	Sufficient funding and resources to implement program	10	27	0	10	3	3.62	21	32	0	34	13	3.14
4	Moderate staff to student ratio of relationship	14	27	0	6	3	3.86	35	36	0	12	17	3.6
5	Punishment should be guided by principles of justice and fairness	32	16	0	2	0	4.56	65	27	1	4	3	4.47
6	Disciplinary committees should be empowered	36	14	0	0	0	4	71	23	0	2	4	4.51
7	Teachers should be well disciplined themselves	42	8	0	0	0	4.84	69	22	0	4	5	4.46
8	Spiritual teachings should be implemented in schools	34	15	0	0	1	4.62	66	31	0	2	1	4.59
Total							34.83						33.43

As it has presented in table 4.4 about the responses of teachers and students on the strategies to be employed in maintaining discipline in a school setting according to the likert scale analysis it has been observed that both teachers and students responded positively on the strategies introduced as it is seen in the table above. The overall responses of teachers were 4.35 scores and that of students was 4.18 scores. These scores to both teachers and students signify that the overall responses were positive which means the strategies introduced are worthy in maintaining discipline at school. The response on each strategy as presented in table 4.4 has been scrutinized and discussed as follows.

Guidance and counselling as the strategy on the side of teachers scored 4.86 scores while on the side of students went on 4.72 scores. This implies teachers and students accept this strategy as one of the way that can help in maintaining discipline at school. At the school some of the indiscipline behaviours as prevail to some students need psychological approach rather than physiognomic approach. This means some indiscipline behaviours need to be managed not through strokes but needs guidance and counselling which involves exploration of both internal and external environments of the behaviour prevailed and hence proposes some possible solutions to overcome the situation. This went simultaneously with what spoken by one parent that.....*the issue of guidance and counselling at the school is very important and needs to be implemented so that it can help students to understand the importance for them to be at school for studies and their responsibilities as students because severe punishing is sometimes not a medicine of bad behaviour of a student.....(P<sub>3</sub>)*. This was elicited by Williamson-Maloy (2010) that when teaching children right from wrong, appropriate from

inappropriate and acceptable from unacceptable behaviours it helps to modify child behaviours and this is true for all children and adults too.

Strong component of parent and community agency involvement was accepted by teachers as one of the strategies to be employed in maintaining discipline at school with 4.47 scores while students accepted this strategy with 3.94 scores. Despite this variation in response still depicting that to both this strategy seem to very important in maintaining discipline at school. It is apparently that involving parents and community as well in maintaining discipline at school will help greatly in solving various students' indiscipline behaviours because some of these behaviours associate with family historical backgrounds of a student which needs the co-operation of parents to help solving these behaviours. This was also supported by parents where by one of them said that.....*also it is important to have frequently meeting between teachers and parents to discuss student's discipline behaviour and come up with a consensus on how to improve discipline according to the contemporary school setting.....(P<sub>5</sub>).*

This went in line with Robertson (1999) who revealed that some children at schools can be disruptive because 'they have been subject to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties'. It is because of that neglect that they are now demanding attention in the classroom. In addition, he says that school failure and behaviour problems that may have their origin on home background are strongly associated. When children with similar problems are not doing well in their learning areas or subjects, they have a tendency to disrupt the attentive and concentrating learners. In addition McGuiness (1994) supports the view of the family

conditions as either a positive or negative contributor to learner behaviour. Accordingly, he says that the individual child's family, too, can seep negatively and, of course, positively into the classroom. He argues that children coming from homes with no tradition of valuing education often develop learning problems. He says that such a child mostly fails to see the value or importance of education and this negatively influences the child's interest towards education.

Sufficient funding and resources to implement program as one of the strategy in maintaining discipline at school was accepted by teachers with 3.62 scores while students accepted this as one of the strategies with 3.14 scores. Though this was accepted to both teachers and students but its importance in maintaining discipline at school seem to be not strong compare to other suggested strategies. This might be because the side effects of lack of enough funding and resources to implement the program might not be seen obviously to affect discipline but its effect will be seen when both teachers and students will feel unsatisfied with basic needs they get while at school. These necessities might be those which need to be fulfilled by the school and those on the parents' side. This goes together with what was said by one education officer that....*A parent has a role in ensuring that a child has to get all basic needs at home and at school like food, shelter, cloth and learning materials. These basic needs will help a student being calm, attentive and bright to make him/her upstanding. Despite the parent's effort a school also has ensure that all necessary resources are readily available to help teachers and make them fill comfortable fulfilling their responsibilities including discipline management..... (E<sub>1</sub>)*. It is true that when children's social needs are met, they blossom into healthy and positive individuals. They discover their voice,

become aware of their dignity as individuals and develop personal discipline in their learning process. This is in line with Mumthas, Munavvir and Gafoor (2014) that strategies that effectively maintain appropriate social behaviour make schools safer. Safer schools are effective learning environments. Positive solutions to discipline problems have to address student needs, environmental conditions, teacher interactions and matching student with curriculum. When students receive appropriate education in a supportive environment, they improve behaviour and performance.

Moderate staff to student ratio of relationship as it was proposed as one among the strategies in maintaining discipline at school was accepted by teachers with 3.86 scores and students accepted this with 3.6 scores. This acceptance apparently shows that staff to student's ratio of relationship can affect discipline behaviour negatively if not moderated at school and the vice versa is true. This can be interpreted that low staff to student ratio of relationship can create a big gap between students and their teachers and this can lead a school to be an interactive environment a situation which can make students missing different assistances especially that one concerning with behaviour modification and that of academics from their teachers. Not only low staff to student ratio of relationship but also if their relationship will be with no limit it may create certain environments like falling in love affairs, tribalism, kinship and any other relationships which can cause biasness in both teaching and learning. If this kind of relationship will persist it can make the issue of discipline management to both teachers and students become difficult to implement. This was in support with the study done in Spain by Marchesi and Martin, (2002) found that the relationship between the learner and educator are some of the

factors that determine academic performance. Characteristics of the educator are considered as key elements for the learner's personal and academic development.

Punishment should be guided by principles of justice and fairness as it was proposed as strategy in maintaining discipline it was accepted by teachers with 4.56 scores and students responded this as the strategy with 4.47 scores. This implies that the severe punishment is not a strategy in maintaining discipline at school. This means that before punishing a student for any mistake seem to have been prevailed at school there is a need of telling a student about what he/she has done and why he/she is not required to continue doing that mistake. This was in line with Dill and Haberman, (1995) who pointed out that all corporal punishments are abusive because of its deleterious effects on long-term welfare of students and the educational environment of the school.

It was pointed out by Kempen (2008:3), Vally (2005:3) and Weare (2004:62) further argue that punishment does not promote self-discipline. It only stops behaviour for that moment and may fulfil a short-term goal, but it actually interferes with the accomplishment of the long-term goal of self-control at home and in school. Beitz (2009:210) notes that if schools are to be normative then they have to be human rights compliant, because human rights are part of the normative order and, according to human rights, 'discipline' is defined as effective leading, guiding and teaching learners to own one's behaviour in the context of respecting other people's rights.

Disciplinary committees should be empowered proposed as one of the strategy in maintaining discipline at school and it was accepted by teachers with 4 scores while

students accepted this with 4.51 scores. This implies that if there is disciplinary committee at school and is well empowered it means that indiscipline cases when prevails will be discussed and the judgement of punishing the undisciplined students will have to consider principles of justice and fairness. The importance of empowering disciplinary committees as a strategy of maintaining discipline at school was also supported by one parent who said that.....*disciplinary committee which will include both teachers and students if it will be empowered discipline at school will be good.....(P<sub>4</sub>).*

Teachers should be well disciplined themselves was proposed as one of the strategy which if it can be implemented it may help in maintaining discipline at school. This was accepted with 4.84 scores by teachers and with 4.46 scores by the students. This acceptance implies that since when a child has departed from his/her home and being enrolled to school to a large extent he/she is affected by school system and the teachers life styles. This can be interpreted that the position of a parent in shaping student's discipline while already at school is not so great like that of a teacher. Therefore if this is a fact a teacher needs to be very careful person in whatever he/she does at school regarding that he/she is trustful, respectful and fearful to the student. In order to ensure that discipline starts with a teacher one education officer asserted that.....*Colleges as the organs delegated to the task of preparing teachers should improve and put emphasis on training of teaching professional code of conduct and there should be filtration in order to get persons seem to have good ethics and with high academic marks in teaching profession in order to retain the honour of a teacher to bring respect of students at school.....(E<sub>1</sub>).*This was in line with Wolfgang (1999) who agrees that a teacher should

at all times be exemplary in being responsible and committed to people around him or her. The above is based on the fact that learners or children in general, worship their heroes and imitate those whom they appreciate and admire. A teacher who approaches his class with honesty, trustworthiness and being exemplary will in turn be received with warmth and eagerness by learners. In such situations learners will not be rebellious (Charles & Charles, 2004). It was also advised by Tafa (2002) that it may be necessary to revisit the teaching and learning strategies so that teachers can be provided with adequate support according to their own unique situations, with alternatives that are more suitable for their contexts.

Spiritual teachings should be implemented in schools. This also was a strategy proposed to help in maintaining discipline at school where by on side of teachers it was accepted with 4.62 scores while on the side of students it was accepted with 4.59 scores. This acceptance greatly implies that both teachers and students recognize that spiritual teachings at school can help in maintaining discipline at school. It is true that under normal circumstance in any society it is believed by most of the people that whoever fears God lives an integrity life.

This was proved by one religious leader who said that.....*Religion has a great position in delivering spiritual teachings which emphasizes discipline at school since there is no way to separate respecting God and being well disciplined because spiritual ethics has got great opportunity in building student's discipline. Wisdom (education) of a human being is not enough to help him/her to stop evil deeds (indiscipline behaviours) otherwise he/she should have spiritual wisdom (education).It is very difficult for a*

*human being to create his/her own discipline because a genuine discipline originate from God and it is through spiritual teachings therefore Parents should ensure that their children get spiritual teachings while at school and not only that but also every school should have a spiritual teachings teacher who will teach them the spiritual teachings that will help them to have good discipline to God and human being as well.....(R<sub>1</sub>).*

On the other hand education officers revealed another strategy which seems to help in maintaining discipline in a school setting apart from the discussed strategies as presented and supported by all of the respondents. He said that.....*Good government leadership and concentration in analyzing foreign policies is needed in order to associate with domestic policies without affecting domestic policies especially in filtering and observing the discipline we want for the benefit of the generation we have as well as the control of the society (parents) to have a uniformity in upbringing children before and in school as well as creating good economic environment to the society members so that they can be responsible.....(E<sub>3</sub>).* This suggestion seem to be one of the strategy that can help in maintaining discipline at school.

This is because if there will be good governance with the concentration in formulating and analysing domestic policies with the association of some foreign policies which seem to be more beneficial to the natives especially insisting on ethics as one of the rarity of the nation as well as formulation of the procedure that will help to have a universal system for parents to up bring their children while at home and school as well. This will be achieved if there shall be a clear interpretation of ethics as one of the rarity of the nation particularly in all government's organs. Moreover this suggestion noted to have weight and seem to be as one of the strategy to be employed in maintaining

discipline at school especially this era of globalization when it was stressed by one parent who said that.....*The government in collaboration with both teachers and parents should introduce special procedures to prevent children's possessions of mobile phones and all other unnecessary luxury things to a child especially while at studies because these things can lead children to enter in different temptations which can destroy their discipline.....(P<sub>2</sub>)*.From this suggestion it has been observed that the government in collaboration with parents and other education stakeholders has no universal standard which guides the relationship between parents and their children while at school as well as that one guides students on how to behave while at school so that they can achieve their academic goal as well as that one of becoming responsible citizens.

From the discussion of the responses of the respondents as it has been presented it has been observed according to the strategies as suggested that the issue of maintaining discipline at school is very wide which means that it cannot be confined in one area especially that one of treating students as the only suspects of all issues related to discipline at school. The issue of maintaining discipline at school touches the whole system of life of the entire society. In order for a discipline to sound at school there is a need of considering the students' home environment which defines the nature of his/her society's values. The government also is responsible in ensuring the procedures that can help to limit the society and the family on various standards accepted as of common interest. At the school level the presence of discipline depends on the availability of enough necessary resources that can help the calmness of both teachers and students in teaching and learning process. These resources involve the side of parents and that one of a school. At the school level teachers should have the moral behaviour that will be

copied by the students and this goes together with moral and moderated relationship of teachers to their students. Also to ensure discipline at school it is better to recognize the position of God as the father of discipline as it is believed because all animates and inanimate are created by himself, thus the one who fears God will fear doing indiscipline behaviours. Therefore thinking that maintaining discipline at school can be achieved through giving punishment to students rather than looking on other context it can be interpreted as wastage of time and hence no improvement of discipline at school.

#### **4.4. Issues emerging in discipline control in school setting.**

This section presents findings concerning the third objective of the study which intended to investigate the issues emerging in discipline control in school setting in Kasulu District. This was responded by all respondents involved in this study. In this objective, teachers and students responded through closed questions designed in questionnaires while other respondents responded through interview. Information related to this research objective is presented in sub sections 4.4.1, 4.4.2 and 4.4.3 below.

##### **4.4.1. Types of students' indiscipline behaviours.**

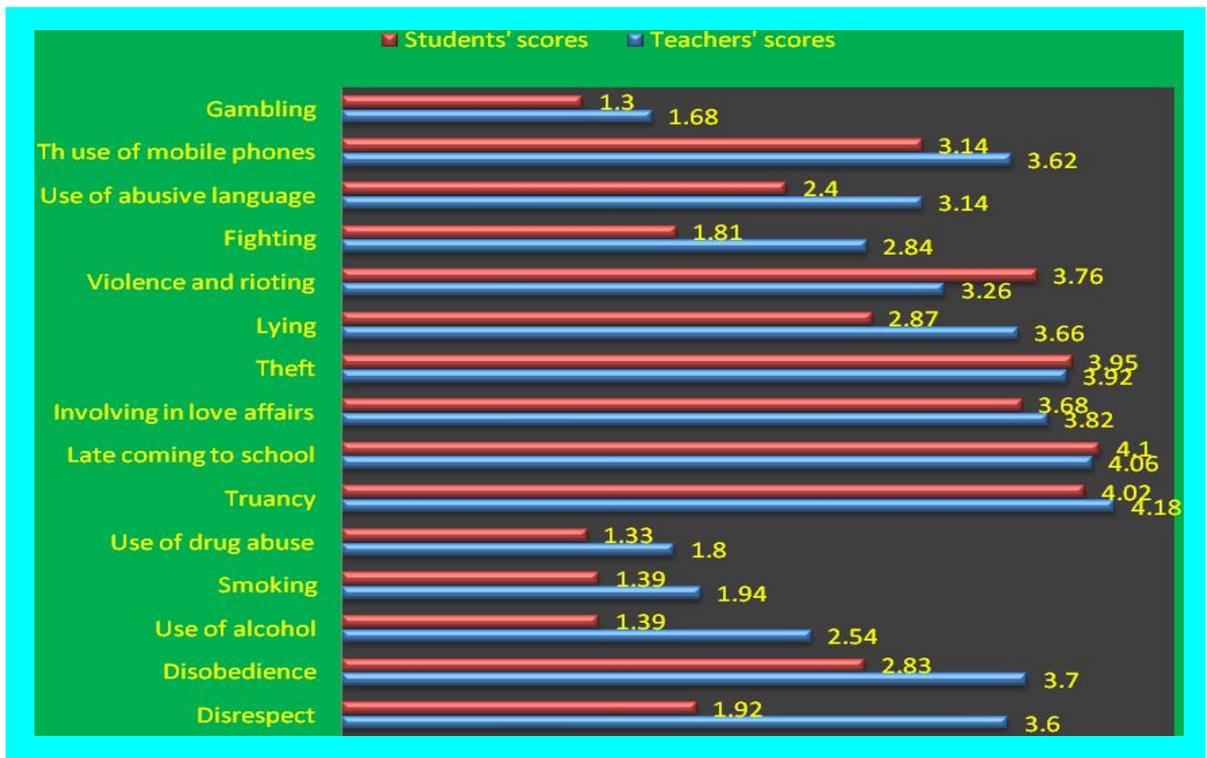
In this sub section information obtained involved all respondents. The information summarized in table 4.5 shows teachers and students' responses while the responses shown by Education officers, Parents and Religious leaders presented in qualitative form in comparison of what presented in as the responses of teachers and students.

**Table 4.4 : Responses of Teachers and Students on types of students' indiscipline behaviours.**

S/n	Indiscipline behaviours	Teachers						Students							
		5	4	3	2	1	scores	5	4	3	2	1	scores		
1	Disrespect	17	16	0	14	3	3.6	19	18	0	62	1	1.92		
2	Disobedience	23	9	0	16	2	3.7	15	23	0	54	8	2.83		
3	Use of alcohol	7	2	0	23	18	2.54	3	1	0	24	72	1.39		
4	Smoking	5	1	0	24	20	1.94	5	0	0	19	76	1.39		
5	Use of drug abuse	6	0	0	16	28	1.8	4	2	0	11	83	1.33		
6	Truancy	29	11	0	10	0	4.18	48	30	0	20	2	4.02		
7	Late coming to school	25	14	0	11	0	4.06	52	29	0	15	4	4.1		
8	Involving in love affairs	20	18	0	7	5	3.82	32	33	0	21	14	3.68		
9	Theft	27	10	0	8	5	3.92	56	19	0	14	11	3.95		
10	Lying	15	19	0	16	0	3.66	17	23	0	50	10	2.87		
11	Violence and rioting	10	10	0	23	7	3.26	62	11	0	5	22	3.76		
12	Fighting	7	12	0	28	3	2.84	3	9	0	62	26	1.81		
13	Use of abusive language	7	19	0	22	2	3.14	10	14	0	58	18	2.4		
14	The use of mobile phones	20	14	0	9	7	3.62	41	13	0	11	35	3.14		
15	Gambling	2	3	0	17	28	1.68	0	5	0	15	80	1.3		
Total								47.76							39.86

Source: Researcher Data

As it has presented in table 4.6 about the responses of teachers and students on the types of students indiscipline behaviours at school it has been observed that teachers responded positively while students responded negatively as the overall responses on the types of indiscipline behaviours introduced as it is seen in the table above.



**Figure 4.6 : Teachers and students' scores on the types of indiscipline behaviours of students at school.**

The overall responses of teachers as it is seen in figure 4.5 were 3.18 scores as the total average scores and that of students was 2.66 scores. These scores to teachers signify that the overall responses were positive though by looking one item to another it can be observed that some of the items as indicated in figure 4.5 responded negatively while to students signify that the overall responses were negative though by looking one item to

another it can be observed that some of the items as indicated in figure 4.5 responded positively. These responses has been scrutinized and discussed as follows.

Though on the side of teachers it has observed that their overall responses are positive they have found together with students alerting that some of the indiscipline behaviours are not much commonly seen to the students these were like gambling which was scored 1.68 scores by teachers and 1.3 scores by students, Use of drug abuse which was scored 1.8 scores by teachers and 1.33 scores by students, Smoking which was scored 1.94 scores by teachers and 1.39 scores by students, Use of alcohol which was scored 2.54 scores by teachers and 1.39 scores by students as well fighting which was scored 2.84 scores by teachers and 1.81 scores by students.

According to these scores of the responses of respondents both teachers and students in tandem they have shown that though these are well known indiscipline behaviours of students all over the world at school as different literatures alerted at the study area these are not seen compared to other areas where by these indiscipline behaviours among the students are spoken as intimidating. Contrary to these responses of teachers and students on the side of religious leaders it was claimed that these indiscipline behaviours among students still are problems.

was approved by one say of a religious leader that.....*today in most of the societies to the youths including those in schools even in our society to a large extent there is a problem of loving and involving in un necessary luxuries which have almost made them engage in various anti-social behaviours and worst persuasions like using drug abuse, smoking,*

*drinking of alcohol, theft, fighting, swindling, sexual intercourse, raping and other bad things of the like.....(R<sub>3</sub>).* This religious leader's explanation reversed to those of students and teachers on the indiscipline behaviours may be because religious leaders on their side when they hear and see even if it is at little they become aware that there is problem that the entire of their society has already invaded by the evils and this might be because their mission is always aimed at scolding all evils and any environment or situation that cause evils in any set of the society. This elicited by Alidzulevi (2000) that it is noteworthy to mention at this juncture that there is no country in the world where indiscipline acts are not perpetrated by the students, the problems are almost the same in the different schools, but the intensity with which it occurs only may be differ from school to school.

On the other hand some of the indiscipline behaviours authenticated by teachers that they exist among the students while on the side of students seem to be not agreed. These were disobedience which was accepted with 3.7 scores by teachers while on the side of students scored 2.83 scores. Disrespect scored with 3.6 by teachers while students scored 1.94 scores. Lying scored 3.66 scores by teachers while scored 2.87 scores. Use of abusive language scored 3.14 by teachers while students scored 2.4 scores. These differences in responses might be due to the fact that at school setting these issues are always examined only by looking on the side of students and thus it sometimes becomes more difficulty for the students to reveal and confess that they have these indiscipline behaviours hence remains on the side of teachers to prove them. Since these indiscipline behaviours are just like suspicion to students there is no way for them sometimes to accept some of these indiscipline behaviours and also sometimes to reject some of these

indiscipline behaviours and this is what has happened to these indiscipline behaviours though authenticated by teachers that these indiscipline behaviours exist among the students.

Nevertheless both teachers and students realized in tandem that the following indiscipline behaviours used to prevail among the students at school. These were like truancy which scored 4.18 scores by teachers and students scored 4.02 scores. Late coming to school scored 4.06 scores by teachers and students scored 4.1 scores. Involving in love affairs scored 3.82 scores by teachers and students scored 3.68 scores. Theft scored 3.92 scores by teachers and students scored 3.95 scores. Violence and rioting scored 3.26 scores by teachers and students scored 3.76 scores as well as the use of mobile phones which scored 3.62 scores by teachers and students scored 3.14 scores. In abreast to the responses of teachers and students on these indiscipline behaviours that they exist among students at school one parent asserted on the issue love affairs that.....*today involving in love affairs is not secret especially in schools we parents knows that our children are in schools studying while they are studying both subjects and love affairs and because love affairs and studies are contrary they find themselves getting pregnant for girls and impregnate for boys as well as acquiring sexual transmitted diseases.....(P1).*

Apart from this proof of one of the parents on the prevailing of indiscipline behaviours among students at school it was also explained by one education officer who said that.....*recently there have been claims from teachers and other education stakeholders there have emerged the use of mobile phones among the students while at school and*

*this has been reducing the students' classroom studying attention because they consume much time text messages which almost are about love affairs.....(E<sub>2</sub>).* In one way or another it has shown that indiscipline behaviours among students is the existing problem in schools though it is not all of the indiscipline behaviours found in one school can also found in the other school. In the study done by Levin and Nolan (1996:161) note that teachers report that common, day-to-day disruptive behaviours that pose a challenge are verbal interruptions (e.g. talking out of turn, name calling, humming, calling out), off-task behaviours (e.g. daydreaming, fidgeting, doodling, tardiness, inattention), physical movement that, whether intended or not, is bound to disrupt (e.g. wandering about, visiting other learners, passing notes, sitting on the desk, throwing objects around the classroom) and disrespect (verbal aggression, teasing, punching, neglecting academic work, refusing to follow directions, and assault) .

It was also elicited by Llyod & Judith (1997) that disciplinary problems are a major challenge that teachers face. They added that these disciplinary problems can be the main hindrance to effective teaching and learning. Lack of discipline may create an environment that becomes violent and unsafe within a school community resulting in lower achievement rates in their academics and their behaviours.

Therefore it is obviously that the indiscipline behaviours still are problems among the students at school as authenticated above and these can hinder all the diligence of ensuring discipline and good academic performance at school. This implies that the presence of these indiscipline behaviours give the room for all education stakeholders to find the way on how to eradicate these indiscipline behaviours among students at school.

Though to some extent both teachers and students to some indiscipline behaviours agreed that they are not serious prevailing among students at school there is no any way one can state that there are no indiscipline behaviours among students at school in the study area while other indiscipline behaviours have accepted to be amongst the students by all respondents thus it can be concluded that indiscipline behaviours among students at school in the study area are there and that it is a seen problem

#### **4.4.2. Factors influence students' indiscipline behaviours.**

In this sub section information obtained involved all respondents. The information summarized in table 4.6 below show teachers and students' responses while the responses shown by Education officers, Parents and Religious leaders presented in qualitative form in comparison of what presented as the responses of teachers and students.

**Table 4 5 : Responses of Teachers and Students on factors influence students' indiscipline behaviours.**

s/n	Factors for indiscipline behaviour	TEACHERS					Score	STUDENTS					Score
		5	4	3	2	1		5	4	3	2	1	
1	poor school managerial skills	15	24	0	9	2	3.82	17	28	0	32	23	2.84
2	shortage of teachers	10	16	0	18	6	3.12	18	29	0	29	24	2.88
3	incompetence of teachers	8	18	0	19	5	3.1	20	38	0	19	23	3.13
4	peer group influence	30	17	0	2	1	4.46	37	38	0	12	13	3.74
5	Examinational phobia	4	14	0	20	12	2.56	9	36	0	28	27	2.72
6	Poor examinational results	9	15	0	19	7	3	23	38	0	24	15	3.3
7	Poor parental involvement on their children's discipline	25	23	0	1	1	4.4	41	39	0	12	8	3.93
8	Unethical Television and media advertisements	18	23	0	6	3	3.94	43	33	0	19	5	3.9
9	Lack of students' self-awareness on their studies	22	19	0	5	4	4	47	39	0	5	9	4.1
Total							32.4						30.54

Source : Researcher Data

As it has presented in table 4.6 about the responses of teachers and students on the factors influencing students' indiscipline behaviours at school according to the likert scale analysis it has been observed that both teachers and students responded positively on the factors introduced as it is seen in the table above. The overall responses of teachers as it is seen in table 4.6 were 3.6 scores as the total average scores and that of students was 3.4 scores. These scores to teachers signify that the overall responses were positive though there was only one factor as it is indicated in table 4.6 responded negatively. Meanwhile to students' side the overall responses were positive though by looking one factor to another it can be observed that some of them as indicated in table 4.6 responded negatively. These responses were discussed as follows.

Though on both side of teachers and students it has observed that their overall average of responses are positive they have found together alerting that examination phobia which was scored 2.56 scores by teachers and 2.72 scores by students being as one of the factors for indiscipline behaviours was responded negatively. This response simply means that to both teachers and students they don't see that this factor can influence indiscipline behaviours of students. This might be because fearing examination can be seen as of oneself and that it does not seen if it can influence indiscipline behaviour of a student though in other way it can make a student to violate the school schedule and hence the creation of student's truancy habits which is one the indiscipline behaviour.

On the other hand some of the factors authenticated by teachers that they can influence indiscipline behaviours among the students while on the side of students seem to be not accepted. These were poor school managerial skills which were accepted with 3.82 scores by teachers while on the side of students scored 2.84 scores and shortage of

teachers which were accepted with 3.12 by teachers while on the side of students scored 2.88 scores.

The difference in response for instance on the factor of poor school managerial skills might be because in most of the school the issues concerning with management normally seem not to involve students rather they involve teachers thinking that students are always submissive to the decisions made by the management of the school. This isolation of students in all management affairs may not make the students see the weaknesses at the level of school management which can influence their indiscipline behaviours while teachers can be able to see and identify weaknesses done at the school management level which can motivate indiscipline behaviours among the students.

Meanwhile the difference in response between teachers and students on the factor of the shortage of teachers as one of the factors for indiscipline behaviours among the students can also have different look whereby in one way to teachers it can be interpreted that good ratio of teachers to students at school is one among of the ways that can help in managing students' discipline and the welfare of a school in general. This is in abreast to the fact that the presence of enough human resources at school helps in the management of the school for instance the students' discipline. This is simply because when teachers are enough at school various students' indiscipline behaviours will be controlled since there is collaboration among themselves in fulfilling of their duties as professionals. On the side of students it can be interpreted that their negative response on this factor that it can influence students' indiscipline behaviours might be due to the fact that to students they don't see if the shortage of teachers can affect their discipline rather they see that

shortage of teachers affect their academic performance. This is because always the general look of a student to the teacher's potentiality at school is on the sustainability of their academic performance and not the modification of their behaviours. This was in abreast of Oosthuizen and Van Staden, (2007) and De Wet, (2003) School-related factors that may heighten learners' propensity to engage in disruptive behaviour are negative school climate, inadequacy of teachers as role models, teachers' professional incompetence (lack of educational/didactic expertise), overcrowded schools, deficient organisational structure of the school, and rundown, ill-kept physical appearance of the school.

Nevertheless both teachers and students found in the same track by agreeing on the following factors that they can influence students' indiscipline behaviours. These factors were like incompetence of teachers which scored 3.1 scores by teachers and students with 3.13 scores, poor examination results scored with 3 scores by teachers and students with 3.3 scores, peer group influence scored 4.46 scores by teachers and students with 3.74 scores, un ethical television and other media advertisements scored with 3.94 scores and students with 3.9 scores, poor parental involvement on their children's discipline scored 4.4 scores and students scored 3.93 scores, as well as lack of students' self-awareness on their studies which scored 4 scores by teachers and 4.1 scores by students. In confirmation to these factors that they can influence indiscipline behaviours among the students on the side of parents it was also transpired substantially when one of them spoken about peer pressure that.....*many youths used to indulge in peer groups where by most of these groups normally mobilizes them to do things according to the youths'*

*driving desires which ending in motivating them to commit ant-social behaviours which are totally indiscipline behaviours..... (P<sub>5</sub>).*

Apart from the parents' views on the factors for indiscipline behaviours among the students education officers gave their eyes on the issue of un ethical media advertisements that by now they play a great role in motivating the indiscipline behaviours among the students where by one among of them argued that.....*At this globalization era there has been a surpases freedom which has led to the introduction of various social media exhibits and advertisements from Televisions, films, computer and others which most of them do not consider ethics and these advertisements and exhibits also involve children in the name of disco for youngest this do not lead them being accountable rather leading them being time losers for unimportant things hence become loiters.....(E<sub>2</sub>).*This means that because we are living in the era of globalization which is affected with cultural integrations there is no way we can isolate ourselves rather there should be a purposive plans to help the young generation against any destruction that can spring up.

It was noted by one parent that.....*our children to a large extent they don't have their own dream and this lack of dreams they find themselves doing whatever because they don't see and know what to do hence doing things in unwanted ways..... (P<sub>1</sub>).*This mistake for a child to do not know their dreams is at the large extent and the parents as the primary guardians of their child are the ones to be blamed.

One of the religious leaders pointed out that.....*parents of today have forgotten their role of having enough time teaching their children about various social ethics before they go to school even after school. This situation has made the young generation to forget their societies' ethics hence making them a generation with indiscipline behaviours.....(R<sub>1</sub>)*. This might be true because the life system of today it is free in the sense that everyone can live in a way he/she wishes with no regard of either a parent or a child.

On the other hand religious leaders went far about what they revealed as another factor which they thought that they make students to have indiscipline behaviours by arguing that.....*today in our society there is a state of being misdirect to the majority from the adult to the child because the position of God in our life has been neglected while abiding in Godly manners makes us to have Godly ethics which can help us in the integrity of our normal daily life..... (R<sub>3</sub>)*.

This verifies that God is the father of discipline in everyday life of a human being. This means that moral decay among the students is directed to the negligence of honouring God with his position in our deeds.

In line to this discussion on the factors which can influence students' indiscipline behaviours it was elicited by Lloyd & Judith 1997; Tshabangu, 2008) that it has been established that students engage in unaccepted behaviours in schools due to a variety of reasons including living in dysfunctional homes, going to school hungry, being tired or upset, being bored, due to use of drugs and drug abuse, family conflicts and parents

separation, peer pressure, teachers' authoritarian nature and lack of commitment on the part of students. This has also revealed in the Task Force Report of Kenya (MOE, 2001) that students' indiscipline worsened due to a number of factors including the quality of school administration, students living conditions and poor academic performance. It was added by Sui- Chu and Willms (1996) that Pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighbourhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self fulfilment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

This is agreed by Okumbe (1985) who says that the students are exposed to models in the society. They read thrilling stories, watch violence on television and even in real life situations. There are so many indiscipline acts that students are imitating and therefore they have learnt from the society around them. In Abreast, Yaduma and Abdulhamid (2007) stated that the dynamic explosion of the mass media system through television, magazines and computer have contributed to the inculcation of deviant practices among most students. Danso (2010) noted that some programmes which pupils watch on television promotes violence and pornography. Some behaviour observed from the community by the students eventually takes root in them. Mass media also has an adverse influence on the students' e.g. large doses of violence on television, freely available pornographic literature, videonasties and sensational reporting of unsavoury

crimes and factual materials are to blame for perceived decline in moral standards of students.

In the general overview of the discussion under this sub section which focused on the examination of the factors that can influence students' indiscipline behaviours it has been observed that to a large extent the indiscipline behaviours of students are contributed with various factors as confirmed in the discussion in this subsection. It is better to have a look that rules of behaviour in a school should not be focused on students alone, but need to place obligation on all its members, with each individual understanding and accepting the rules to govern their own behaviour. Due to this it means that discipline of a student can be well affected by home environment, school environment, religion environment, political environment and other amenities and non amenities. Therefore the factors for indiscipline behaviours can be interpreted in relation to the particular environment to include the entire social settings.

#### **4.4.3. Problems encountered in controlling discipline at school.**

In this sub section information obtained involved all respondents. The information summarized in table 4.7 below show teachers and students' responses while the responses shown by Education officers, Parents and Religious leaders presented in qualitative form in comparison of what presented as the responses of teachers and students

**Table 4 6 : Problems encountered in controlling discipline at school**

s/n	Problems encountered	TEACHERS						STUDENTS							
		5	4	3	2	1	Scores	5	4	3	2	1	Scores		
1	Political interference/threats	20	13	0	11	6	3.6	3	4	0	26	67	1.5		
2	Threats/interference from influential parents	5	21	0	23	1	3.12	3	8	0	58	31	1.94		
3	Restriction by law	5	7	0	29	9	2.4	11	23	0	45	21	2.58		
4	Humiliation of teachers by the students	5	13	0	26	6	2.7	6	14	0	45	35	2.11		
5	Negative influence from the surrounding community	5	19	0	17	9	2.88	7	9	0	40	44	1.97		
6	Teachers being poor role models at school	7	21	0	17	5	3.16	50	31	0	10	9	4.03		
7	Students' negative attitude on the disciplinary measures taken	24	20	0	6	0	4.24	2	5	0	56	37	1.79		
Total								22.1							15.92

Source : Researcher Data

As it has presented in table 4.7 about the responses of teachers and students on the problems encountered in controlling discipline at school according to the likert scale analysis it has been observed that on the side of teachers they responded positively in some of the problems meanwhile they shown negative to some problems introduced while on the side of students they responded negatively almost to the problems introduced but it was only one problem accepted being as impediment in controlling discipline at school. The average of the overall responses of teachers was 3.2 scores while that of students was 2.3 scores.

Though it has been observed that there is a variant in the average of the overall responses of teachers and students it was found that both of them together accepted only one problem that one of teachers being poor role models at school which was scored 3.16 by teachers and 4.03 scores by the students. These responses show that the failure of teachers being role models at school in different issues prevents the growth of the level of discipline. The level of response for students seem to be high than that of teachers implying that teachers at school contributes to the development of indiscipline behaviours. This is enough indication that teachers used to rebuke indiscipline behaviours among students while themselves they are still committing some indiscipline behaviours.

This was also supported by parents where one among of them claimed that.....*teachers are not examples in some of the issues they used to emphasize to students that they have consider. For example some of the teachers they have worse discipline because they persuade some of the students to have an intimacy and this habit of some teachers drop*

*down their status before their students hence it lead to the downing of students' discipline behaviour..... (P<sub>1</sub>).*

On the other hand teachers and students in tandem they agreed together on the following problems that they are not likely the impediments in controlling discipline at school. These were like restriction by law which was scored 2.4 scores by the teachers and students scored 2.58 scores, humiliation of teachers by the students which was scored 2.7 scores by the teachers and students scored 2.11 scores and negative influence from the surrounding community which was scored 2.88 scores by the teachers and 1.97 scores by the students. Since these problems were agreed by both of them there is no way one can assume these as the serious problems encountered in controlling discipline at school in the study area. Though in the study area these problems found to be very rarely in limiting the control of discipline they might appear in other areas as genuine.

Nevertheless there are some of the problems encountered in controlling discipline behaviours at school authenticated by teachers that they exists while on the side of students argued that they are not in existence. These were students' negative attitude on the disciplinary measures taken which was scored 4.24 scores by the teachers while students scored 1.79 scores. This low response of students might be because since students are suspicious of this problem they cannot agree with this but in other way they might have been agreed in this way because they have a lot of blaming on the unfair punishments offered to them at school. On the side of teachers this high response might be because they normally believe that whatever punishments they offer to students they are right and also it might be because teachers see the students as the one who do not

know the position of discipline at school and hence when it comes that they are to be warned about their indiscipline behaviours they become furious. It was also pointed out by one religious leader that.....*good things are not liked by many people because they are cost full likewise students develop hostility against their teachers when they are emphasized to obey the procedures of discipline and this make teachers to lose the desire of forcing the issue of discipline at school.....(R<sub>3</sub>).*

Also political interference/threats as one of the problems encountered in controlling discipline at school were scored 3.6 by the teachers while students scored 1.5 scores. This response of students might be because they are not aware with the political trends and this could be the reason that it cannot be easy for them to explore how politics can hinder the development of discipline at school. On the side of teachers they are able to associate how politics can affect their daily performance especially the management of a school discipline. This is because sometimes when they fulfil their duties including discipline management they are threatened by the politicians especially when they observe that their interests are grazed or these threats seen when they want their voices to be respected. This was verified by one education officer who said that..... *Currently education sector has invaded with political interests different from the previous time where by politics used not to intervene education system and academics issues. Today even un educated councillor can go to the school and rant at teachers especially in the school management issues and this is because the government system which depends on the laws made by the members of parliament as politicians give the high authority to the politicians even over the academics hence intimidates the performance of teachers in different areas.....(E<sub>1</sub>).*

Threats or interference from influential parents as one among of problems encountered in controlling discipline it was scored 3.12 scores by the teachers while students scored 1.94 scores. This response of students might be because they not concerned with these threats from parents at school simply because when parents come threaten teachers they are in favour because these parents come to speak up for them thus they don't see parental disturbances. But on the side of teachers they are victims of these threats because they are directly suspected by these parents that they are not fair to their children and these threats from parents to some extent reduce the extent of teachers' discipline supervision at school because it creates fear among teachers. This went simultaneously with what asserted by one parent that.....*some of parents find themselves speaking up for their children on their mistakes especially when they have warned by teachers in some of behaviours which can lead them being with indiscipline behaviours.....(P<sub>2</sub>).*

The presence of these problems as impediments in controlling discipline at school was elicited in Wapedia, (2010) stated that the challenges secondary school principals face when enhancing student discipline include political interference, parents interference, restriction by law, lack of support by superiors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of maintaining discipline in schools are varied. In fact, occasionally, poor disciplinary management within school can cause a more general breakdown in order, for instance, violence against teachers and other children. It was also confirmed by Okumbe, (2001) that due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that

the influential parents may have it terminated altogether and the student readmitted unconditionally. At the classroom level, teachers encounter challenges of students' negative attitude towards learning, lack of funds, inadequate time for teaching, heavy teaching load, large classes and lack of teaching materials (Mukundi, 1999).

From the discussion above it has been observed that the response of students is very low rather than that of teachers simply because in the issues of discipline management at school students have left behind as the participants to the extent that they have nothing to know about the problems facing discipline management except what they see as the setback is only that of suspecting teachers and this suspicion can either be due to the animosity created by the students especially when teachers punished them on the indiscipline behaviours or simply because teachers are like mirrors to the students in the sense that whatever teachers is interpreted in any way by the students and this interpretation make an effect to them.

From this assumption it is recommended that students should be involved as participants in the school discipline committees so that they can have something to share with other discipline committee members who in one way another can help to ensure discipline at school and this can make them see the challenges in maintaining discipline at school. Not only this but also involving students in this committee it may eradicate the belief that when one is talking about discipline at school is only talking about students to obey the order from teachers and not otherwise. Nevertheless the issue of discipline management at school should not be interfered and threatened by whomever simply because discipline is an important thing in the society in the sense that discipline is what

defines who is a human being. This is because a real human being is defined according to the character which is identified by looking what he/she think and do at what right time and place.

#### **4.5 Chapter summary**

The chapter mainly dealt with presentation, analysis and discussion of findings which are based on redefining discipline in a contemporary school setting with empirical evidence from Kasulu District. Findings of this study were presented, analysed and discussed in relation to research objectives and reviewed literature of the study. The next chapter concludes the study by summarising the study and obtained findings, it also makes recommendations in relation to finding of the study.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study aimed at redefining discipline in a contemporary school setting with empirical evidence from Kasulu District. This chapter covers the summary of the study, conclusion of the study as well as the recommendations which are grounded from the research findings.

#### **5.2 Summary of the study.**

The study was conducted in Kasulu District which is found in Kigoma Region with the purpose of redefining discipline in a contemporary school setting with empirical evidence from Kasulu District. In order to achieve this purpose, the study was guided by three research objectives.

The first objective in this study was to examine the way stakeholders define discipline in a school setting in Kasulu District. In this objective it was found that a positive discipline approach guides children's behaviour by focussing on the overall development of the child. Through role modelling, mentoring and providing clear guidelines for acceptable behaviour, it aims to build in children the skills and value system that will motivate them to develop positive behaviour, self respect and strength of character. This should involve students, teachers and all workers at school who are not teachers with a support from parents, society and government as well. It is in this

objective where to a large extent a school with good discipline said to use a positive discipline approach, providing students with a system that helps them succeed and grow as they learn healthy and acceptable social behaviours. This system is informed by compassion and derives its vision from the belief that children need guidance, not retribution. In this system, mistakes are an opportunity to teach rather than humiliate. A good school helps children develop clear goals for themselves and helps them build the skills and character to achieve those goals. It inspires children to be persistent and recognises that achieving worthy goals takes hard work academic performance in particular in a school setting. In this objective it has also shown that discipline is not only the factor that can affect the level of academic but also there might be other factors which can lead to academic performance.

The second objective of the study was to explore the perception on how to maintain discipline in a school setting. In this objective it was revealed that the disciplinary measures developed they are in one way another need to be empowered and the other measures should be defined to ensure good discipline especially in this contemporary school setting. Also in this study it was revealed that teachers as the knowledge developer, parents as the first key person in upbringing a child and the religion leaders as the key person on insisting ethics were given a priority being as discipline stakeholders.

The third objective of the study was to investigate the issues emerging in discipline control in school setting. In this objective, it was revealed that, there is no any way one can state that there are no indiscipline behaviours among students at school in the study

area while other indiscipline behaviours have accepted to be amongst the students by all respondents thus it can be concluded that indiscipline behaviours among students at school in the study area are there and that it is a problem. It is in this objective where it was observed that discipline of a student can be affected by home environment, school environment, religion environment, political environment and other amenities and non amenities. Therefore the factors for indiscipline behaviours can be interpreted in relation to the particular environment to include the entire social settings. In addition to this objective, it was observed that various impediments in controlling discipline at school were existed therefore discipline management at school should not be interfered and threatened by whoever simply because discipline is an important thing in the society in the sense that discipline is what defines who is a human being. This is because a real human being is defined according to the character which is identified by looking what he/she think and do at what right time and place.

### **5.3 Conclusion**

In the light to the findings of this study it can be concluded that for a long time discipline only interpreted within the school setting something made discipline to be defined only by judging the behaviours and the mistakes done by the students and not otherwise but today where there are great changes in the contemporary society different from the previous society especially in the area of information and communication which has made the accessibility of information and knowledge of different kinds easier to all kinds of people and led to a great level of self-awareness and the increase in knowledge among the people discipline need to be defined beyond the school setting where by the students, family, society, government and other stakeholders need to be

involved with the clear definition of the roles to be fulfilled by each part considering the contemporary social, economical, technological, political changes and the cultural integrations prevailing in the current society.

Also extra elements/parameters which can be involved to help in making good discipline need to be considered like infrastructure, provision of food, supporting building, school healthy environment and others of the like. This means that to have a good discipline there is a need of considering any parameter which can help in maintaining what will be called as discipline in a contemporary school setting. These parameters can help to reduce different issues emerging in controlling discipline in a contemporary school setting because some of the issues are contributed by the absence and sometimes by the inefficiencies and ineffectiveness of these parameters. This is because the human basic needs and the academic needs can help to make good behaviours and hence good discipline at school.

A school in a contemporary time with regards to cultural integrations and social interactions it has given a great chance and being trusted by the entire society to enrol, protecting, guiding and providing with academic trainings and discipline a child in order for him/her to become a good citizen. Since a school has trusted as the secondary socialization agent of a child, it is very important that socialization which a child get before schooling to mean at the family level as the primary stance of socialization build a good foundation of ethics in order to experience good discipline especially during the school socialization in the contemporary school setting. Therefore in the contemporary school setting discipline needs to be interpreted as the matter which touches the whole

system of every human life both young and adult which lump together self-awareness, reasoning, self-confidence, self-control, accountability, transparency, integrity, obedience, respecting and co-operation in doing right thing at right place and at the right time.

#### **5.4 Recommendations.**

The recommendations in this study have divided into recommendations for actions and areas for further studies.

##### **5.4.1 Recommendations for actions.**

It is evident from the study and findings that the issue of discipline in a contemporary school setting in Tanzania education system need to be redefined because the procedures, regulations and rules that speak about discipline in a school setting are still consisting the elements of the past time as one can compare with the current challenges facing this new generation which is reach of information access that has made this young generation vulnerable to moral decay. From this point of view the following are recommended to be done:

1. The government as the organ made by the citizens to represent them in making expertise laws, policies, regulations, procedures and guidelines for the benefit of the whole society should introduce and manage the system which will put on equality in guiding children at the family level for the entire society in accordance to the time. This universal system of upbringing children to the entire society should consider good ethics accepted in the society as well as bringing the whole society together ethically without considering the status of being the

have and the not have, educated and non educated, adult and young, religion followers and pagans, disabled and non disabled and any other category especially in this globalization era.

2. A disciplinary policy must be developed through a participatory process, allowing all school members to feel they had a voice in creating the culture they will be expected to promote and uphold. This policy also should introduce the best way which will help in capacity building to all stakeholders in discipline maintaining. A disciplinary policy should describe the aims of the policy and specific actions the school will take when an offence is committed. This policy should be guided by the standards agreed upon as a school and comply with the law and any policy directive that may have been issued by the appropriate government authorities.
3. Parents should have enough time to be with their children telling them different societal issues and other themes which will help them understand their potentially in their societies so that they can build unshakeable discipline foundation to be their great weapon even when at school and after school when they will have attained knowledge and skills that will help them in serving their society with professional and integrity and how they will achieve them while at school and wherever in their future with good discipline.
4. Spiritual teachings should be implemented in schools because these teachings as the findings are concern will help students, teachers and other people in a school setting to have a God fearing hearts which will build their discipline.
5. Factors leading to continuing moral decay in the society and contributing to children and youths' bad behaviours which most of them they are in schools it is

important to be identified and find their solutions with the co-operation of all education stakeholders to ensure the strong good discipline management in the contemporary school setting since discipline is what gives a clear interpretation of the status and the character of a human being in the society.

6. Education policy through colleges should introduce the teaching academic basics which consider good ethics in finding qualified teachers who are more worthy in building the quality academics and discipline of children in a contemporary school setting so that they become good and full responsible citizens with professionalism and integrity in their society.

#### **5.4.2 Areas for further studies.**

The following the recommendations for further studies.

1. The study was confined in Kasulu District, so its results are limited to an extent that it cannot be generalized to the whole country; it is recommended to conduct similar studies in other districts so as to get generalized information applicable to the whole nation.
2. The duplication of this study can be done in other levels of education including primary level, teachers colleges and conventional universities. Also, since this study employed survey research design, other research design and approaches may be employed.
3. The study was bounded in redefining discipline in a contemporary school setting, secondary schools in particular with empirical evidence from Kasulu District. Other studies could be carried out to redefine discipline of other areas like:

- i. Primary school where every child is introduced to understand and appreciate his/her human person, to acquire, value, respect and enrich our common cultural background and moral values, social customs and traditions as well as national unity, identity, ethic and pride.
- ii. Colleges for teacher education and training because at this place a teacher is introduced to various theories and principle of education, psychology, skills of pedagogy, guidance and counselling, organizational leadership and management skills in education and training.
- iii. Universities because it is the place of preparing middle and high level professional human resource for service in the different sectors of economy with highly managerial skills.

## REFERENCES

- Abdulamid, Y. F. and Yarduma, A.C.(2007).A Survey of behaviour problems among secondary schools in Akwanga Local Government Area Of Niger State. *Journal of Arts Education* 3(1);11-19.
- Adesina, J. S. (1990). *Educational Management (4<sup>th</sup> ed)*. Enugu: Dimension publishing Co.
- Alidzulevi, T. A. (2000). The role of parents in values education with special references to the situation in Venda (North Province). Unpublished M. Ed Thesis. University of Stellenbosch.
- Appelbaum, R. P and Chambliss, W.J (1997). *Sociology: A Brief Introduction*; New York: Longman.
- Aricak, T. (2005); A systematic approach model in diagnosing and Solving discipline problems in classroom; the university of Athens: Athens
- Arthur, J. (2003), *Education with Character*, New York: Routledge Falmer
- Babbie, E. (2004). *The Practices of Social Research. 5<sup>th</sup> ed*, California: Wadsworth Publishing Company.
- Badenhorst, J. Steyn, M. and Beukes, L. 2007. Die discipline dilemma in post-apartheid Suid-Afrikaanse hoërskole: 'n kwalitatiewe ontleding. *Tydskrif vir geesteswetenskappe*, 47(3):301-319.
- Bedau, H. A. (2010). *Punishment*. [Online]. South Africa: Available URL: <http://www.platostanford.com>
- Beitz, C. R. (2009). *The Idea of Human Rights*. Oxford: Oxford University Press.

- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods, 3<sup>rd</sup> edition*. Alta Mira Press, Walnut Creek, California.
- Blackmore, K. and Cooksey, B.(1980).*A sociology of Education for Africa*. London: George and Unwin.
- Blandford, S. (1998). *Managing Discipline in Schools*. London: Routledge
- Brophy, J. (2006). History of research on classroom management. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management* (pp. 17–43). Mahwah, NJ: Erlbaum.
- Bryman, A. (2008) *Social Research Methods. (3rd Ed)* New York: Oxford University Press.
- Burden, P. R. (1995). *Classroom Management and discipline*; New York. Longman publishers.
- Canter, L. (1979). Taking charge of student behavior. *National Elementary Principal* 58 (4): 33–36.
- Canter, L. (1989). *Assertive discipline: More than names on the board and marbles in a jar. Phi Delta Kappan*, no. 71:57–61.
- Canter, L. and Canter, M.. (2001). *Assertive discipline: Positive behavior management for today's classroom*. 3rd ed. Seal Beach, CA: Canter.
- Charlton, T. and David, K. (1993). *Managing Misbehaviour in Schools (2nd ed.)*. London: Routledge.
- Chakra, A. and Prabha, R. (2004). Influence of family environment on emotional Competence of adolescents. *Journal of Community Guidance and Research*, 21 (2):213-222.

- Charles, C. M. and Charles, M. G. (2004). *Classroom Management for Middle-grade Teachers*. New York: Allyn and Bacon.
- Cohen, J., McCabe, E., Michelli, N. and Pickeral, T. (2009). School climate: Research, policy, practice and teacher education. *Teachers College Record*, 111(1), 180-213.
- Cowley, S. 2001. *Getting the buggers to behave*. London: Continuum. Counts, G.S.(1932). *Dare the School Build a new Social Order?* Carbondale, Ill: Southern Illinois University Press.
- Creswell, J. W. (2007), *Research Designs: Qualitative, Quantitative, and Mixed Approach*. London: Sage Publications.
- Creswell, J.W. (2009). *Research Designs: Qualitative, Quantitative, and Mixed Approach*. London: Sage Publications.
- Chrisler, J. C and McCreary, D. R. (2010). *Handbook of Gender Research in Psychology*. New York: Springer.
- Curwin, Richard L. and Allen N. Mendler. "Discipline with Dignity: Beyond Obedience." *The Education Digest* 63.4 (1997): 11-14.
- Danso, S. K. A, (2010), *undone worries about indiscipline in schools*. <http://www.newmyjoyonline.com/education/2010-07>.
- Davidoff, S. and Lazarus, S. (2002). *The Learning School: An Organization Development Approach*. Landsdowne: Juta & Co.
- DeVries, R., and Zan, B. (1994). *Moral classrooms, moral children: Creating a constructivist atmosphere in early education*, New York: Teachers College Press.

- Deakin, C. R., Green, H., Barr, S., Shafr, A. and Peng, W. (2013). *Evaluating the wider outcomes of schooling: Complex systems modeling*. Bristol, UK: Centre for Systems Learning & Leadership, Graduate School of Education, University of Bristol.
- De Wet, C. (2003). Eastern Cape Educators' Perceptions of the Causes and the Scope of School Violence. *Acta Criminologica*, 16, 89-106.
- Dill, V. and Haberman, M. (1995), "Building a Gentler School", *Educational Leadership*, 52(5) 69-71.
- Dreikurs, R. (1968). *Psychology in the classroom: A manual for teachers*. 2nd ed. New York: Harper and Row.
- Dreikurs, R., B. B. Grunwald, and F. C. Pepper. (1998). *Maintaining sanity in the classroom: Classroom management techniques*. 2nd ed. Washington, DC: Taylor and Francis.
- Duhaime, L. (2009). Corrective Force: Spanking Take A Spanking. [Online]. South Africa: Available url: <http://www.duhaime.org>.
- Duke, D. L. (1989) "School Organization, Leadership, and Student Behavior." In strategies to reduce student misbehavior, edited by Oliver C. Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education. 187 pages. ED 311 608.
- Du Preez, P., Campher, T., Grobler, B., Loock, C., and Shaba, S. M. (2002). *Principles of Effective Education Management*. Sandown: Heinemann Publishers (Pty) Ltd.
- Edwards, C. H. (2004). *Classroom discipline and management* New York: Argosy Publishing.

- Education Management and Development Centre (EMDC) (2007); Metropole North: Western cape.
- Epstein, J. (2001) *School, Family and community partnerships: preparing educators and improving schools*, Boulder, CO: Westview Press.
- Finney, D. (2002). *Corporal Punishment in Schools*. [Online]. South Africa: Available URL: <http://www.uhr.org>
- Fortin, L; Marcotte, D; Potvin, P; Royer, D. & Joly, J. (2005). Typology of Students at Risk of Dropping out of School: Description by Personal, Family and School Factors. *European Journal of Psychology of Education*, 8.
- Freire, I. and Amado, J. (2009). Managing and Handling Indiscipline: A Research Project. *International Journal of Violence in Schools*, 8, 1-13.
- Ginott, H. (1971) *Teacher and Child: A Book for Parents and Teachers*. New York: Macmillan:[http://www.amazon.com/Teacher-Child-Book-Parents Teachers/dp/0380003236](http://www.amazon.com/Teacher-Child-Book-Parents-Teachers/dp/0380003236).Retrived on 01/04/2015.
- Golafshani, N. (2003). *Understanding Reliability and Validity in Qualitative Research*. The Qualitative Report.
- Goldman, R. (2004, May 26). *Corporal Punishment of Children: Think Globally, Act Locally*. Pretoria: Government Printers.
- Gordon, T. (1977). *T.E.T.: Teacher effectiveness training*. New York: David McCay.
- Government of India (1964-66) *Report of the Education Commission*. Ministry of Education, New Delhi.
- Glasser, W. (2009).*Counselling with Choice Theory*. *The new reality therapy*.[www.wglasser.com/the\\_new.htm](http://www.wglasser.com/the_new.htm). Retrieved on 24/08/2006.

- Goode, W. J. and Hatt, P. K. (1981). *Methods in Social Research*. Auckland: McGraw Hill International Edition.
- Grant, C. A., and Sleeter, C. E. (1988). *Race, class and gender and abandoned dreams*. Teacher College Record, 90, 19-40.
- Greenfield, W. D. (2003). *Connecting Value Leadership, Normative Change, and School Improvement*, Paper presented at the 8th Annual Values and Leadership Conference, 16-18 October. State College, PA.
- Griffin, G. (1994). *School of Masterly Straight Talk about Boarding School Management in Kenya, Nairobi*. Lectern Publications Ltd.
- Grossnickle, D. R. and Frank, P. (1990) *Prevent the Discipline for Effective Teaching and Learning*. A source book for teachers and administrators. Reston, Virginia.
- Gu, Q. and Johansson, O. (2013). Sustaining school performance: School context matters. *International Journal of Leadership in Education*, 16(3), 301-326.
- Harber, C. (2001). Schooling and Violence in South Africa: Creating a Safer School. *Intercultural Education*, 12, 261-271.
- Harris, J. (2011). *Data Information and Knowledge Management*. [<http://www.ocdqblog.com/home/data-information-and-knowledgemanagement>] site visited on 10/4/2012.
- Head, J. E. and Moore, S. A. (1990). *The Teacher and Administrative Relations in School Systems*. New York. The Macmillan Company.
- Henslin, J. (ed) (1999). *Down to Earth Sociology: Introductory Readings*. 10<sup>th</sup> edn. New York: Free Press.

- Hiner, R. N (1973). The Cry of Sodom Enquired Into: Educational Analysis in Seventeenth Century New England. *History of Education Quarterly*, Vol. 13, No. 1, pp.3-22.
- Hussain, C. A. (June 2006). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research*, vol.28, No. 1 (35-45).
- Ihuah, W. P. (2015). *Mixed Methods Research*. Available at [http:// resourcecentre.foodrisc.org/mixed-methods-research-185.html](http://resourcecentre.foodrisc.org/mixed-methods-research-185.html).
- Jones, K., and T. Charlton. 1996. Sources of learning and behaviour difficulties. In *Overcoming learning and behaviour difficulties*, (ed). K. Jones and T. Charlton. London: Routledge.
- Karanja, R. and Bowen, M.(2012).*Student Indiscipline and Academic Performance in Public Schools in Kenya*, Daystar university Center for Research and Publications Working Paper Series.
- Kelly, K., Clack, B., Brown., V. and Ciczia, J. (2003). Good Practice in the Conduct and Reporting of Survey Research. *International Journal of Quality Health Care*, 15(3), 261-266.
- Kempen, A. (2008). *Are There Lasting Alternatives to the Traditional Rod*. [Online].South Africa: Available url:[http:// www.servamus.co.za](http://www.servamus.co.za). Accessed: 07 March 2010.
- Kennedy, R. (2010). *An Interview with Jordaan Riak on Corporal Punishment*. [Online]. South Africa: Available URL: <http://www.about.com>.
- Khewu, N. P. D. (2012) .A study of practices in the alternatives to corporal punishment strategy being implemented in selected primary schools in buffalo city metro

municipality: implications for school leadership. Un published Doctoral thesis:  
University of Fort Hare

Kostoulas, A. (2013). *Notes, Research Methods on Likert scales, ordinal data and mean values*. Available at. <http://achilleaskostoulas.com/2013/02/13/on-likert-scales-ordinal-data-and-mean-values/> Retrieved on 10/08/2015.

Kothari, C. R. (2004). *Research Methodology, 2<sup>nd</sup> (ed)*, New Age International (p) Ltd, New Delhi.

Levin, J. and Nolan, J. F. (1996). *Principals of Classroom Management: A Professional Decision-Making Model*. London: Allyn & Bacon.

Lindholm, C., (2007), *Culture and Identity: The history, Theory, and Practice of Psychological Anthropology*. Oneworld Publications, Oxford.

Losen, D (2011). *Discipline policies, successful schools, and racial justice*. U.S.A-Civil rights project: University of California.

Maphosa, C. and Shumba, A. (2010). Educators' Disciplinary Capabilities after the Banning of Corporal Punishment in South African Schools. *South African Journal of Education*, 30 (3), 387-399.

Marchesi, A. and Martin, E. (Eds.). 2002. *Evaluation in Secondary Education. Snapshot from a controversial era*. Institution IDEA, Madrid: S M.

McGuinness, J. (1994). *Teachers, pupils and behaviour: A managerial approach*. London: Cassell

McNeill, P. (1990). *Research Methods. Second Edition*. London and New York; Routledge.

- Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Qualitative and Quantitative Approach*. London: Sage Publications.
- Meredith, P. and Gall, F. (2003). *Education Research. An introduction, 7<sup>th</sup> edition*, Pearson education, USA.
- Miller, D. L. and Brewer, P. (2003). *Determining validity in qualitative inquiry*. Theory into Practice.
- Mkhize, N. B. S. (2008). The Perceptions and Mental Models of Teachers on Corporal Punishment in Schools. Master's degree thesis. Durban: University of KwaZulu-Natal.
- MOE. (2001). *Report of the Task Force on Student Discipline and Unrest in Secondary Schools*. Nairobi: Jomo Kenyatta Foundation.
- Monk, D. (1990). *Educational Cost differentials and rural schools: A broadened View*. *Administrators Notebook*.30 (4), 1-4.
- Mtahabwa, L. (2007). Pre Primary Education Policy and Practices in Tanzania. Observations from Urban and Rural Pre Primary Schools. Doctoral Thesis. University of Hong Kong.
- Mugenda, O. M. and Mugenda, A.G. (1999). *Research methods: quantitative and qualitative data*. Nairobi: Acts Press.
- Mukundi, C. N. (1999). A Study of the Influence of Head Teachers Administrative Behaviour on Pupil's Academic Performance in Kiambaa Division, Kiambu. University of Nairobi. Unpublished Thesis.

- Mumthas, N. S., Munavvir, J, and Gafoor, A. K. (2014) Student and Teacher Perception of Disciplinary Practices: Types, Reasons, Consequences and Alternatives. *Guru Journal of Behavioural and Social Sciences.Vol.2.Issue 4.India.*
- Mwamwenda, T. S. (2004). Educational Psychology: An African Perspective. Durban: Butterworths. Mwamwenda, T.S. (2004). *Educational Psychology: An African Perspective.* Durban: Butterworths.
- Mwangi, N. N. (2003). An investigation into causes of poor performance in accounting at The Kenya Certificate of Secondary Education examinations in selected schools in Kiambu district. Unpublished M.Ed. thesis, University of Nairobi, Nairobi.
- Naong, M. 2007. The impact of the abolition of corporal punishment on teacher morale: 1994-2004. *South African journal of education, 27(2):283-300.*
- Nyaga, R. (2004).Challenges Facing Head Teachers in Enhancing Pupil Discipline in Primary Schools in Kibera Slum, Nairobi. University of Nairobi, Unpublished thesis.
- Nakpodia, E. D. (2010). Teacher's disciplinary approaches to students 'discipline problems in Nigerian secondary schools. *Educational Research and review, 5(6), 144-151.*
- Newell, P. (2011). *Global Initiative to End All Corporal Punishment of Children: Briefing for the Human Rights Committee.* [Online]. South Africa: Available at url:<http://www.info@endcorporalpunishment.org>.
- Ntambala, W. S. (2011). The Role of Information and Communication Technology (ICT) on Teacher Education: Perceptions and Practices. Unpublished Masters Dissertation. University of Dodoma.

- Ofoyuru, T. D., and Lawrence, T. (2011). Strategies of managing students discipline in secondary schools in Gulu district. *Educational research and review*, 3(11), 233- 236.
- Okumbe, J. A. (1985). *Human Resources Management perspective*. Nairobi: Educational Development and Research Bureau.
- Okumbe, J. A. (2001). *Human Resource Management: An educational perspective*. Nairobi, Kenya Educational Development and Research Bureau.
- Orit, D. (2007). Developing democracy or promoting disruption? Educators' perceptions of the department of Education's current policy in classroom management. Unpublished thesis.
- Oosthuizen, I. and Van, S. J. (2007). Opvoeders se Persepsie van die Effektiviteit van Dissiplinemetodes in Vrystaatse, Oos-Kaapse en Vaaldriehoekseskole. *Tydskrif vir Geesteswetenskappe*, 47, 359-371.
- Ovell, S. (2007). *Discipline in Schools' online resource from the Nalanda Institute*.<http://www.nalandainstitute.org/aspfiles/discipline.asp>. accessed on 5<sup>th</sup> February 2012.
- Pani, S. (2009). *Indiscipline among Students*. [Online]. South Africa: Available url:[http:// www.indiaStudyChannel.com](http://www.indiaStudyChannel.com). Accessed: 05 March 2010.
- Patton, M. Q. (2002) *Qualitative Research and Evaluation Methods*. (3rd ed) London: Sage Publications.
- Patton, M. Q. (1999). *Enhancing the Quality and Credibility of Qualitative Research*. Health Service Research.
- Patton, M. Q. (2002). *Qualitative research and Evaluation methods*. California: Sage Publication.

- Porteus, K. Vally, S. and Ruth, T. (2001). *Alternatives to Corporal Punishment: Growing Respect and Discipline in the Classrooms*. Sandown: Heinemann Publishers.
- Psachalopoulos, G. and Woodhall, M.(1985).*Education and Development. An Analysis of Investment Choices*. New York: Oxford University Press.
- Robertson, J. (1999). *Effective classroom control: Understanding teacher – pupil relationships*. London: Hodder & Straughton.
- Ryan, K. E. and Shepard, L.A. (2008). *The Future of Test Based Accountability*. New York: Routledge.
- Salifu, I. (2008).Administrators’ Perceptions on effects of indiscipline on the administration of senior high schools in the Brong Ahafo Region. Master of Philosophy unpublished, university of Cape Coast, Ghana, Cape Coast.
- Samoff, J. and B. Carrol (2003). *From Manpower Planning to the Knowledge Era: World Bank Policies on Higher Education in Africa*. Paris, UNESCO Forum on Higher Education and Knowledge.
- Schon, D. (1983).*The Reflective Practitioner. How Professionals Think in Action*. New York: Basic Books.
- Sheldon, S., and Epstein, J. (2001b) *Improving student behaviour and discipline with family and community involvement*. John Hopkins University: Centre for Research on the Education of Students Placed at Risk.
- Sergiovanni, T. J. (2000). *Lifeworld of Leadership: Creating culture, community and personal meanings in our schools*. San Fransisco: Jossey Bass.
- Sergiovanni, T. J. (2001). *Leadership: What’s in it for Schools?* London: Routledge Falmer.

- Simatwa, E. M. W. (2012). Management of student discipline in secondary schools in Kenya: A case study of Bungoma County, *International Research Journals*, 3(1), 172-189.
- Sui-Chu, E. H., and Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement, *Sociology of Education*, 69 (2), 126-141.
- Tafa, E. M. (2002). Corporal Punishment: The Brutal Face of Botswana's Authoritarian Schools. *Education Review*, 54 (1), 1-2.
- Tan, S. (2002). *Ogrenme Ortami Olarak Sinif (Classroom as Learning Milieu)*. (Editorler: Ozcan Demirel-Zeki Kaya). Ogretmenlik Meslegine Giris (Introduction to Teaching). Ankara: Pegem A Yayıncılık.
- Tashakkori, A. and Teddlie, C. (1998) *Mixed Methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*. London: Corwin Press.
- Tshabangu, I. (2008). Education and violence: The Schools' micro-politics and the macro-politics in Zimbabwe. *Educational Research and review*, 3 (6), 219-228.
- United Republic of Tanzania, (2003). *Basic Statistics in Education 1999-2003*. Dar es Salaam, Ministry of Education and Culture.
- Vally, S. (2005). *Corporal Punishment and Bullying: The Rights of Learners*. South Africa: Education Rights Project.
- Van der walt, J. L. and Oosthuizen, I. J. 2008. 'n Moontlike alternatiewe benadering tot leerderdisipline. *Journal of humanities*, 48(3):347-388.
- Van Tassell, G. (2005), *Classroom Management. The International Child and youth care network*.CYC-ONLINE.Issue 74.

- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wapedia. (2010) *School Discipline*. <http://wapedia.mobile/en/>. Retrieved 17th May 2010.
- Watson, M., and Ecken, L. (2003). *Learning to trust*. San Francisco: Jossey-Bass.
- Weare, K. (2004). *Developing the emotionally literate school*. London: Paul Chapman Publishing.
- Williamson-Maloy, R. (2010). *Discipline*. [Online]. South Africa: Available url:<http://onchildrensttopics.com>. Accessed: 16 June 2011.
- Wolff, S. (1971). *Children under Stress*. London: Penguin Press.
- Wolfgang, C. H. (1999). *Solving discipline problems, methods and models for today's teachers*. Boston: Allyn and Bacon.
- Yaghambe, S. R. (2013). *Disciplinary Networks in Secondary Schools: Policy Dimensions and Children's rights in Tanzania*. Macrothink Institute. Namibia.
- Zeichner, K. M. (1990) Changing directions in the practicum: looking ahead to the 1990s. *Journal of Education for Teaching*, 16 (2), 105-132.
- Zulu, B. M., Urbani, G., Van der Merwe, A. and Van der Walt, J.L. (2004). Violence as an Impediment to a Culture of Teaching and Learning in some South African Schools. *South African Journal of Education*, 24, 170-175.

**Appendix 1 : Questionnaire for Teachers****QUESTIONNAIRE FOR TEACHERS**

Dear respondent,

A researcher is a candidate of Master of Education in Administration Planning and Policy Studies (MED.APPS) of The Open University of Tanzania, carrying out a research on titled as *“Redefining discipline in a contemporary school setting: Empirical evidence from Kasulu District”*. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Please tick against your most appropriate answer and fill the spaces provided.

1. Gender

(i)Male (ii) Female

2. Education level

Form six

Diploma

Degree

Masters' degree

3. Time spent in education service (Experience)

0-2 years

2-4 years

4-6years

6 years and above.

4. What do you understand about discipline in a school setting?

---



---



---



---

5. What do you think should be the characteristics of a school with good discipline?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

6. To what extent is the level of academic performance affected by the current status of discipline at your school? Put a tick to an appropriate answer.

- i. Severe
- ii. Moderate
- iii. Mild

7. What are the Disciplinary Measures commonly used in maintaining discipline at your school? Put only one tick to the appropriate measure that are demonstrated at your school from the provided measures. **Strongly agree = 5, Agree = 4, Undecided = 3, Disagree =2 and Strongly disagree =1.**

S/N	Disciplinary Measures	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1	Manual work/labour					
2	Detention					
3	Exclusion/Expulsion					
4	Corporal punishment					
5	Guidance and counselling					
6	Suspension					
7	Verbal reprimands					
8	Written warning					
9	Rewarding disciplined students					

7. Who are the stake holders in maintaining discipline in a school setting? Put only one tick to the appropriate stakeholders. **Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree =2 and Strongly Disagree = 1.**

8.

S/N	Stakeholders	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Students					
2	Teachers					
3	Parents					
4	Religious leaders					
5	Government					
6	Community					

9. What are the strategies do you consider to be employed in maintaining discipline in a school setting? Put only one tick to the appropriate strategy. **Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree =1.**

S/N	Strategies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Guidance and counselling					
2	Strong component of parent and community agency involvement					
3	Sufficient funding and resources to implement program					
4	Moderate staff to student ratio of relationship					
5	Punishment should be guided by principles of justice and fairness					
6	Disciplinary committees should be empowered					
7	Teachers should be well disciplined themselves					
8	Spiritual teachings should be implemented in schools					

10. The following are the types of students' indiscipline behaviours. Put a tick to the appropriate measure of variables indicate students' indiscipline behaviour that are demonstrated by students at your school among of the following. **Strongly Agree = 5, Agree = 4, Undecided =3 Disagree = 2, Strongly Disagree = 1**

S/N	Types of indiscipline behaviours	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
01.	Disrespect					
02.	Disobedience					
03.	Use of alcohol					
04.	Smoking					
05.	Use of drug abuse					
06.	Truancy					
07.	Late coming to school					
08.	Involving in love affairs					
09.	Theft					
10.	Lying					
11.	Violence and rioting					
12.	Fighting					
13.	Use of abusive language					
14.	The use of mobile phones					
15.	Gambling					

11. The following are the factors that influence the current status of students' indiscipline behaviour. Put a tick to the appropriate measure of variables that reflect factors for student indiscipline at your school. **Strongly agree =5, Agree = 4, Undecided =3, Disagree =2, Strongly Disagree =1.**

S/N	Factors for indiscipline behaviours	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
01.	Poor school managerial skills					
02.	Shortage of teachers					
03.	Incompetence of teachers					
04.	Peer group influence					
05.	Examination phobia					

06.	Poor examination results					
07.	Poor parental involvement on their children's discipline					
08.	Unethical Television and other media advertisement					
09.	Lack students' self-awareness on their studies					

12. What are the problems encountered in controlling discipline at school? Put only one tick to the appropriate problem. **Strongly Agree =5, Agree = 4, Undecided =3, Disagree =2, Strongly Disagree =1.**

S/ N	Problem encountered	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Political interference/threats					
2	Threats/interference from influential parents					
3	Restriction by law					
4	Humiliation of teachers by the students					
5	Negative influence from the surrounding community					
6	Teachers being poor role models at school					
7	Students' negative attitude on the disciplinary measures taken					

## QUESTIONNAIRE FOR STUDENTS

Dear respondent,

A researcher is a candidate of Master of Education in Administration Planning and Policy Studies (MED.APPS) of The Open University of Tanzania, carrying out a research on titled as ***“Redefining discipline in a contemporary school setting: Empirical evidence from Kasulu District”***. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Please tick against your most appropriate answer and fill the spaces provided.

1. Gender

(i)Male (ii) Female

2. Age

i. 12-16years

ii. 17-20years

iii. 21-24years

iv. 25-30years

3. What do you understand about discipline in a school setting?

---



---



---



---

4. To what extent is the level of academic performance affected by the current status of discipline at your school? Put a tick to an appropriate answer.

i. Severe

ii. Moderate

iii. Mild

5. What are the Disciplinary Measures commonly used in maintaining discipline at your school? Put only one tick to the appropriate measure that are demonstrated at your school from the provided measures. **Strongly Agree =5, Agree = 4, Undecided =3, Disagree =2, Strongly Disagree =1.**

S/N	Disciplinary Measures	Strongly	Agree	Undecided	Disagree	Strongly
-----	-----------------------	----------	-------	-----------	----------	----------

		Agree				Disagree
1	Manual work/labour					
2	Detention					
3	Exclusion/Expulsion					
4	Corporal punishment					
5	Guidance and counselling					
6	Suspension					
7	Verbal reprimands					
8	Written warning					
9	Rewarding disciplined students					

6. Who are the stake holders in maintaining discipline in a school setting? Put only one tick to the appropriate stakeholders. **Strongly Agree =5, Agree = 4, Undecided =3, Disagree =2 and Strongly disagree =1.**

S/N	Stakeholders	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Students					
2	Teachers					
3	Parents					
4	Religious leaders					
5	Government					
6	Community					

7. What are the strategies do you consider to be employed in maintaining discipline in a school setting? Put only one tick to the appropriate strategy.

**Strongly Agree = 4, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree =1.**

S/N	Strategies	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Guidance and counselling					
2	Strong component of parent and community agency involvement					
3	Sufficient funding and resources to implement program					
4	Moderate staff to student ratio of relationship					
5	Punishment should be guided by principles of justice and fairness					
6	Disciplinary committees should be empowered					
7	Teachers should be well disciplined themselves					
8	Spiritual teachings should be implemented in schools					

9. The following are the types of students' indiscipline behaviours. Put a tick to the appropriate measure of variables indicate students' indiscipline behaviour that are demonstrated by students at your school among of the following. **Strongly Agree = 4, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree =1.**

S/N	Types of indiscipline behaviours	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
01.	Disrespect					

02.	Disobedience					
03.	Use of alcohol					
04.	Smoking					
05.	Use of drug abuse					
06.	Truancy					
07.	Late coming to school					
08.	Involving in love affairs					
09.	Theft					
10.	Lying					
11.	Violence and rioting					
12.	Fighting					
13.	Use of abusive language					
14.	The use of mobile phones					
15.	Gambling					

**10.** The following are the factors that influence the current status of students' indiscipline behaviour. Put a tick to the appropriate measure of variables that reflect factors for student indiscipline at your school. **Strongly Agree =4, Agree = 4, Undecided =3, Disagree =2, Strongly Disagree =1.**

S/ N	Factors for indiscipline behaviours	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
01.	Poor school managerial skills					
02.	Shortage of teachers					
03.	Incompetence of teachers					
04.	Peer group influence					
05.	Examination phobia					
06.	Poor examination results					

07.	Poor parental involvement on their children's discipline					
08.	Political influence/intervention on discipline issues at school					
09.	Unethical Television and other media advertisement					
10.	Lack students' self-awareness on their studies					

**11.** What are the problems encountered in controlling discipline at school? Put only one tick to the appropriate problem. **Strongly Agree =4, Agree = 4, Undecided =3, Disagree =2, Strongly Disagree =1.**

S/N	Problem encountered	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Political interference/threats					
2	Threats/interference from influential parents					
3	Restriction by law					
4	Humiliation of teachers by the students					
5	Negative influence from the surrounding community					
6	Teachers being poor role models					
7	Students' negative attitude on the disciplinary measures taken					

**Appendix 3 : Interview Guide for Education Officers**

**INTERVIEW GUIDE FOR EDUCATION OFFICERS.**

1. How do you interpret discipline in a contemporary school context?
2. What are the characteristics of a school with good discipline?
3. What is the extent to which discipline affect the level of academic performance?
4. What are your perceptions on how to maintain discipline in a contemporary school setting different from the previous school setting?
5. What are the stakeholders in maintaining discipline in a school setting?
6. What are the types of students' indiscipline behaviours?
7. What are the factors influencing students' indiscipline behaviours?
8. What are the problems/impediments encountered in controlling discipline at school?
9. What is your recommendation on what should be done to improve discipline in a contemporary schools setting?

**Appendix 4 : Interview Guide for Religious Leaders****INTERVIEW GUIDE FOR RELIGIOUS LEADERS.**

1. As a spiritual leader how do you interpret discipline in a contemporary school setting?
2. What are the characteristics of a school with good discipline?
3. What is the extent to which discipline affect the level of academic performance?
4. What is the position of religion in maintaining discipline in a contemporary school setting?
5. What are the stakeholders in maintaining discipline in a school setting?
6. What are the types of students' indiscipline behaviours?
7. What are the factors influencing students' indiscipline behaviours?
8. What are the problems/impediments encountered in controlling discipline at school?
9. What do you think should be done as a strategy in order to improve discipline in a contemporary school setting?

**Appendix 5 : Interview Guide for Parents**

**INTERVIEW GUIDE FOR PARENTS.**

1. How do you interpret discipline in a contemporary school setting?
2. What are the characteristics of a school with good discipline?
3. What is the extent to which discipline affect the level of academic performance?
4. What do you think is the role of parents in maintaining discipline in a contemporary school setting?
5. What are the stakeholders in maintaining discipline in a school setting?
6. What are the types of students' indiscipline behaviours?
7. What are the factors influencing students' indiscipline behaviours?
8. What are the problems/impediments encountered in controlling discipline at school?
9. What do you think should be done as a strategy in order to improve discipline in a contemporary school setting?