MANAGEMENT OF STUDENTS' INDISCIPLINE CASES IN PUBLIC SECONDARY SCHOOLS IN TEMEKE MUNICIPALITY

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

2017

CERTIFICATION

The undersigned certifies that has read and hereby recommended for acceptance by the Open University of Tanzania a dissertation entitled: "**Management of Students' Indiscipline Cases in Public Secondary Schools in Temeke Municipality**" in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED – APPS) at the Open University of Tanzania.

…….

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DECLARATION

I, **Ellen James Ngalya** do hereby declare to the senate of Open University of Tanzania that this dissertation is my own original work and has not been submitted for a higher degree award in any University.

.....

Signature

…….....

Date

DEDICATION

This study is dedicated to My Beloved Husband Mr Donald Milinde, My Lovely Daughter Eldrida Donald, My Lovely Son Derrick Donald, My Lovely Parents MR & MRS James Ngalya and the entire family for their prayers and encouragement to me to pursue the masters of education programme, I greatly appreciate them.

ACKNOWLEDGEMENT

I would like to convey my sincere thanks to the almighty GOD the creator of everything for enabling me successfully complete my dissertation in good health and joyfully. I acknowledge the contributions of My Beloved Husband Mr Donald Milinde who encouraged me a lot to pursue my second degree by supporting me psychologically, financially and spiritually. I appreciate My Lovely Children Eldrida and Derrick who always show love and concern during the time of preparing this report. On top of that I acknowledge great assistance from My Lovely father and mother Mr & Mrs James Ngalya, also My Sisters and Brothers Pendo, Johary, David and Pharles.

I would like also to acknowledge the contribution of My Supervisor Prof. Elinami V. Swai for her assistance to me. I express my gratitude to my best friends for their cooperation during my studies since then. My sincere thanks go to heads of schools, teachers and students in Temeke Municipal Council for the great support during the data collections whom were ready to provide me with all information needed from them.

I recognize the gently assistance received from Open University of Tanzania. Last but not least I give thanks to all who have contributed in one way or another to the success of this dissertation. It is not easy to mention all people who supported me, to all who are not mentioned here, I say Thank you.

Thank you all and May Godbless you Abundantly

ABSTRACT

Indiscipline cases among students in public secondary schools are universal challenges that are facing many schools in the world. Due to that situation, this study explored various management strategies used to deal with the students with indiscipline cases in public secondary school in Temeke Municipality. Specifically, the study examined the strategies that teachers use to manage indiscipline in secondary schools; assessed the teachers and the students' perceptions on the efficacy of the strategies used to manage indiscipline in secondary schools; and examined the students' views on how to improve discipline in secondary schools. Questionnaire, interview and documentary review were used to collect data from 140 respondents that included school management, teachers and students. Research design used in this study is cross-sectional survey design. This study used mixed research approach, mixed approach uses both qualitative and qualitative approach. Quantitative data was analyzed descriptively using SPSS while qualitative was analyzed thematically. The findings of this study revealed that punishment, guidance and counseling and strong discipline committee were management strategies of students' indiscipline cases in public secondary schools. School rules and regulations punishment are given for the right cases and cooperation among school management, teachers, parents and students were perceptions of teachers and students on the efficacy of managing indiscipline cases. The suggested ways to improve students discipline were involvement of parents in students' discipline, reward giving to discipline students and good relationship between teachers and students. . The study recommended each school should have a functioning disciplinary committee that sees every student' indiscipline cases and solves it.

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CHAPTER ONE

BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Introduction

Student indiscipline has been, over time, an issue of concern that it has become a huge concern among educators, policy-makers and the public in general, particularly given the fact that it has persisted for the last 100 years and is growing in frequency and gravity of damage and long-term repercussions on students' learning and school effectiveness. For one thing, the long-term goals of education and economic development could be undermined. The country has continued to lose much in terms of human resources and property due to student indiscipline. Berna N. (2012).

Student indiscipline can escalate to the outbreak of aggression among students and between the students and the teachers and even between the students and the communities around the schools. In some instances, it can lead to vandalism of school property. Quality education is also undermined, as invaluable learning time is lost managing these indiscipline acts. Students' unrest in public schools is a major drawback to the goal of poverty eradication.

Ignorance and disease thrive as the meagre national resources go to undo the damages caused during such unrests. Another consequence is that the national goals for economic recovery may not be achieved if the human and other resources are wasted during students' unrest. The researcher is aware of a lack of knowledge about the management of student indiscipline in terms of prevention and treatment as far as public secondary schools in Tanzania are concerned.

1.2 Background of the Problem

Education is one of the most important aspects of human resource development. In this right it is imperative that every student should have the opportunity to achieve his or her academic potential. (Haki Elimu 2008). Children are often described both as the wealth and pride of a nation. The future of any nation depends on the young ones who constitute the potential human resources needed for the continuity of the society. Therefore, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined.

School indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher and student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviors, lateness and poor academic performance among students.

Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline. According to Rosen (1997), discipline is a branch of knowledge, training that aims to develop self-control, accepted character, orderliness or efficiency, self control and obedience and these are enforced by a system of rules and regulations.

Effective school and classroom management strategies are important to promote teaching and student learning. Without effective management, disruptive school and classroom behaviours like truancy, out of seat and talking can become a constant struggle for school management and classroom teachers. Such behaviours can lead to

decreased academic learning time and academic performance. (Canter, Paige, Roth, Romero, & Carroll, 2004). Effective school management and classroom management strategies can minimize indiscipline behaviours; maximize teaching and academic learning time.

Indiscipline is an incident of disruption that affects social interaction. In secondary schools, there are different forms of in discipline including truancy, lateness to school, cultism, drug abuse, stealing and so many.

Children with indiscipline cases lack self-control, do not respect authority figures, including parents, have no understanding of appropriate behavior, are selfish, unpleasant, and unhappy, and lack empathy, patience, and the ability to share and make friends. They are also more likely to harm themselves and others through negative behavior. Also various indiscipline acts that occur in the schools include drug abuse, bullying, strikes and demonstration, absenteeism, fighting among students and refusal to do homework. These indiscipline cases can affect students, teachers, family and community at large.

Many secondary schools experience indiscipline cases which have affected the learners' academic performance and their progress in school. Wood, Nicholson and Findley [1985:312] state that good discipline helps to develop desirable study behaviors'. If the school has effective discipline, the academic performance will be good. Good discipline at school plays a vital role in the acquisition of responsibility in learners as well as educators. Indiscipline cases in the school led to poor performance in students' academic hence this can led to failure in school, district,

regional, and national examinations. Also indiscipline led to high dropout as many students drop out starting from form one to form four.

Student's indiscipline cases in public secondary school have effects on the teachers as it can increase the teachers stress and burn out. It can affect the classroom organization and behaviors. Student's behavior in class might cause the teachers to spend most of their time dealing with the discipline problems rather than concentrating on teaching. At the end, the teacher finds that they are tired and unable to teach well. Also indiscipline acts can cause damage of school properties for instance breaking the school fence, laboratory apparatus, school furniture, windows and doors. Also damage is done by writing on walls of school building. So due to indiscipline acts can affect the teaching activities and disturb the school timetable.

The problem of indiscipline among students is fast becoming a broad problem as it affects the family and the community at large. Various indiscipline acts may affect the family by stealing the properties of home hence loss of family and community properties, it can increase insecurity in the community, it can cause conflict among members due to fighting and stealing, drop out of the school due to getting pregnancy and it can led to transmission of sexual transmitted diseases like HIV AIDS, Syphilis, and Gonorrhea Alonge, H.O (2014).

Management is the art of getting things done through and with the people in formally organized groups (Koontz 1995). Management of students' indiscipline involves planning for prevention measures, organizing actions for the treatment of indiscipline students and controlling the school situation to prevent further indiscipline from

recurring According to Mafabi, et al (1993), management is the process of working with and through people to accomplish organizational goals. Management of students' discipline deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a school. School rules are suggested or self-imposed guides for school communication for conduct or action or an accepted procedure and custom. Rules or standards of behaviour in school can be defined as the shared expectations of school community. These include what the school community regards as a socially acceptable pattern of behaviour expected of every individual in the school (Harris, 2005).

Lupton and Jones (2002), argued that effective schools demonstrate sound inclusive practices, such as school rules and regulations, collaborative leadership and good management practices. The school rules and regulations prescribe the standard of behaviour expected of the teachers and the students.

According to Adams (2003), schools rules and regulation are among the strategies designed to instil good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority are among the discipline behaviours expected from all students. The studies show that there are challenges facing the management of indiscipline in secondary schools in other countries, such challenges include: inadequate leadership knowledge on discipline, lack of support from other teachers, parents interference, lack of interest in students especially on guidance and counseling, unconducive teaching and learning environment hence community interference, lack of support by superiors like District Education Officer, and teachers being bad examples.

Azizi, et al (2009) did a study on the level of students discipline problem and dominant factors attributing to students discipline problem among secondary school students in Johor in Malaysia. The study showed that level of discipline among students was very high especially for absenteeism problem.

The result showed that the students with family problem always hang out with friends and others faced high level of discipline problems compared to students with no such problem. Mwangi (2003) in Kenya suggests that, there is a correlation between school organisations where there is discipline and academic performance.

According to him, a school's climate that is characterised by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance. Rwamba (2004) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. This suggests that there is a relationship between discipline and learning.

Due to the challenges facing management of indiscipline, there are different ways used to manage the indiscipline cases in secondary schools in Kenya for example, has employed the following strategies for effective management of indiscipline: positive approach, teachers effective training, modernizing the role of education welfare services, making parents face up their responsibility, use of punishment accompanied with guidance and counseling and starting a national behavior and attendance strategy for schools. Adesina (1990)

1.3 Statement of the Problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct respect towards others, manage their time responsibly and thus become responsible citizens. However the current situation in Tanzanian education system has been hit by the wave of indiscipline among students which is escalating rapidly with notable strikes, destruction of school property, general refusal to follow school rules and regulations as well as increasing drug abuse. Kusare, M. (2004). The effect of this increasing trend of indiscipline has affected students academic performance, teaching, family and community at large. Although much has been done to establish the causes of the problem of student indiscipline, very little has been done in terms of how it is managed. Management of student indiscipline would be important in deterring future occurrences and bringing normalcy to the schools. For example, if student indiscipline is not properly managed, the problem will continue to thrive and the goal of school will continue to be undermined. Therefore, this study was intended to explore the management of students' indiscipline cases in public secondary schools.

1.4 Purpose of the Study

The purpose of the study was to explore the management of student's indiscipline in secondary schools in Tanzania.

1.5 Objectives of the Study

The objectives of this study were to:

(i) Examine the strategies that teachers use to manage indiscipline cases in secondary schools

(ii) To assess the teachers and the students' perceptions on the efficacy of the strategies used to manage indiscipline cases in secondary schools

(iii) To examine the students' views on how to improve discipline in secondary schools.

1.6 Research Questions

Research questions in this study were;

(i) What are the strategies that teachers use to manage indiscipline cases in secondary schools?

(ii) What are the perceptions of teachers and students on the efficacy of the strategies used to manage indiscipline cases in secondary schools?

(iii) What are the students' views on how to improve discipline in secondary schools?

1.7 Significance of the Study

The importance of this study is based on the two perspectives of theory and practice. Theoretical perspective assumes that this study could contribute to the educational knowledge in psychology, management and school effectiveness. Practically the data from this study has contribution to; the following public secondary school Stake Holders namely; Students, Teachers, Head of Schools and Researchers.

One, the finding of this study may benefit students to realize the importance of discipline in their performance. Thus, school managers and teachers may be in position to implement strategies that develop and maintain good classroom discipline.

Two, the findings from this study may help policy makers in formulating better strategic policies to curb down indiscipline behaviors. The policy makers may review their decisions on how best they can involve necessary bodies in the struggle to fight against indiscipline in school thereby bringing improved students‟ performance. The study may guide education managers and Ministry of Education and vocational training officials to consider including disciplinary management skill as essential component of the training of teachers, assessment of such skills is dependent on availability of measuring instrument.

To the School Managers, the information gathered in this study could be utilized to alert head of schools, of the management strategies of students' indiscipline cases This could be done basing on the recommendations that have been made and they might decide to implement those recommendations hence solving the problems of indiscipline in schools. This study may be important for head of schools to put in place managerial and instructional strategies to control student behavior and create a positive learning environment.

To Parents: The study is expected to help parents on how best they can enforce discipline in their sons and daughters at home and at school. Parents may be enlightened to become partners in development and get involved in the management of schools and help in streamlining the discipline of students.

To Researchers: The issues raised in this study are likely to lead to the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in discipline of students in schools.

1.8 Limitation of the Study

Limitations are those conditions beyond the control of the researcher that may place restrictions on the study. There are some limitations associated in this study include;

Firstly, time factor; time was not friendly hence facilitate to explore the relevant data for the study. Time was the major factor on shaping the reliability of the research; this is because you find that few respondents respond due to constraint of time. So the time was not enough to make the study and explore the relevant data for the study.

Secondly, financial factor; fund was another limiting factor in relation to the all requirements which needed by the researcher during the whole period of the research studies, funds were needed to various issues which accelerate to smooth conduction of the research, funds were needed for transportation, meal allowance, data gathering and interpretatation, and printing of documents. The study consumed a large amount of money which was an obvious scarce resource during the research process. In spite of this limitation the quality of the research has not been affected much because a researcher used her skills to manage the situation.

Denial of access of information which teachers and students treat it was confidential; the researcher experienced with limitations of accessing some data as a matter of confidentiality

1.9 Delimitation

The study deals with the effects of students' indiscipline acts in public secondary schools in Temeke Municipality. It was delimited to only public secondary schools in

Temeke Municipal Council in Dar es Salaam region, so the finding and conclusions cannot be widely generalized. The study was also delimited to the use of interview as a tool for collecting data. so as to give the information - carefully handling of data given by students will avoid biases.

1.10 Operational Definition of the Key Words

1.10.1 Discipline

Discipline is a state of orderliness or control where by rules and regulations are closely observed and adhered. It is the ability of a person to live in accordance with rules.

Zubaida defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behavior and implies self control, restraint, respect for oneself and others.

In short discipline is one's behavior in society one lives in with regard to the rules and regulation governing such society meant to make such favorable living environment to the best interest of others.

1.10.2 Indiscipline

Indiscipline is the direct opposite of discipline or lack of discipline. It is any act that does not conform to the societal value and norms. (Timothy, 2008: 110) According to Oxford Advanced Learners Dictionary of English, indiscipline is lack of control in the behaviour of a group of people. In a school's setting, it is a situation where a student fails to: obey school's rules and regulations; behaves in an uncivilized way; or shows signs of indecorum. Tuluhi and Bello (1985) assert that indiscipline is the

breaking of rules and regulations of institutions. Adeyemo (1985) sees it as the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system

Indiscipline in school is the acts and behaviors of lawlessness and disobedience to school rules and regulation. It is the form of misbehaviors which the students can display in the following ways: destruction of school property, poor attitude to learning, immoral behavior, drug abuse, stealing, lateness and use of abusive language.

1.10.3 Management

Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. (Gomez-Mejia, Luis, Balkin & Cardy, 2008). In general Management is the process of planning, organizing, staffing, leading or directing and controlling an organization to accomplish the goal or target. Management of students' indiscipline involves planning for prevention measures, organizing actions for the treatment of indiscipline students and controlling the school situation to prevent further indiscipline from recurring

1.10.4 Discipline Management

Discipline management can also be seen as training that molds, corrects, strengthens or perfects and it is achieved when sound leadership using positive motivation is

applied by management (Wedster, 1975). Therefore, Management of students discipline is a rational, objective and practical approach to the issues of discipline (Obidike, 2004). In other words, it implies the training of the mind and the character based on sound and constructive policies, rules and sound educative principles in handling students‟ discipline. Lack of disciplinary management skill among public secondary school managers might lead to violation of one or more of the fundamental rights of the students and that might lead to students' unrest.

1.10.4 Public Secondary School

Public Secondary School is the schools which is maintained, administered and controlled by the local, state or government.

1.11 Chapter Summary

This chapter has explained the problem of indiscipline acts of the students in public secondary schools: the effects of indiscipline acts, the concept of management, administration, discipline and indiscipline, the challenges facing management of discipline in schools also the strategies used by different countries to manage the discipline. The following chapters show the process of this study. Chapter 2 present literature review, while chapter 3 is confined to research methodology. Chapter 4 is on Data presentation, analysis and discussion. The last chapter, chapter 5 is on summary, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature. It is organized into three main sections namely theoretical, empirical and conceptual review. The theories that frame this study are social control theory and theory of X and Y of McGregory, while empirical literature revolves around the three objectives developed in chapter 1. Conceptual framework emanates from the theoretical framework, paying attention to key issues discussed in the empirical literature.

2.2 Conceptual framework

Conceptual Framework is the analytical tool with several variations and contexts. It is used to make conceptual distinction and organize ideas. In this study the conceptual framework is as follows:

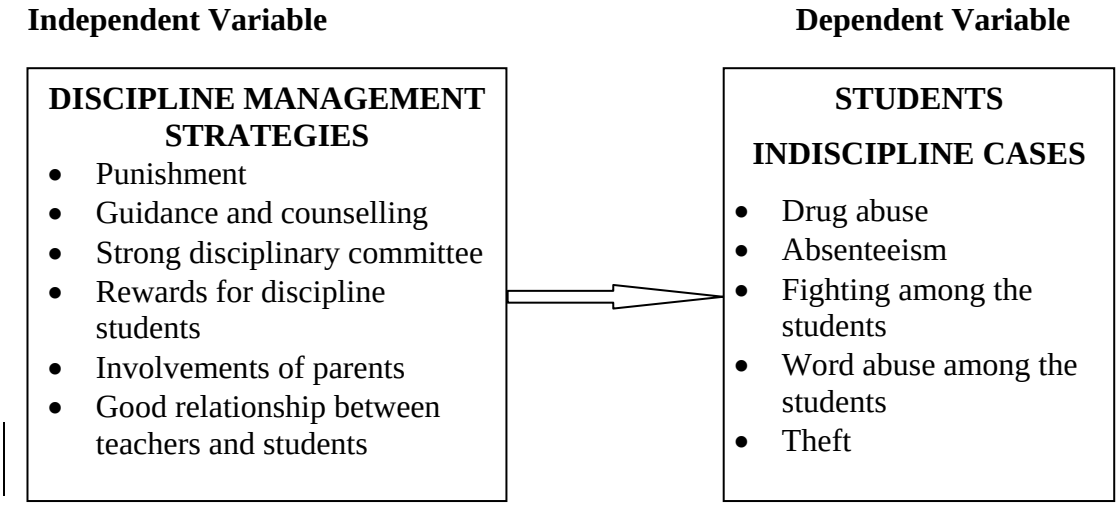

Figure 2.1: Conceptual Framework

From the conceptual framework, there were two variables in this study which were independent and dependent variable. Dependent variable in this study was indiscipline cases which include drug abuse, abseentism, fighting among students, word abuse and theft. Independent variable in this study was discipline management strategies which comprise punishment, guidance and counseling, strong disciplinary committee, reward giving to the discipline students, involvement of parents and good relationship between teachers and students. When indiscipline cases occur in the schools, teachers and heads ofv schools use different strategies to manage the case. Indiscipline cases can be managed with those strategies so as to control the discipline in secondary schools.

2.3 Theoretical Review

Theories are formulated to explain, predict and understand phenomena and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical review introduces and describes theory that explains why the research problems under study exist. Under this study there are two theories that explain and describe the research problem as follows;

2.3.1 Social Control Theory

Social control theory was developed by Travis Hirschi in 1969. It is also known as the social bond theory. Under social control theory, individuals break the law due to a breakdown with their societal bond. Hirschi refers to four elements which constitute the societal bond. These bonds include attachment to other individuals, commitment to following rules, involvement by typical social behaviors and belief as a basic value system. When one of these four items break down, Hirschi

hypothesizes that an individual may then participate in criminal activities. For example, if one ceases to engage in typical social behavior (involvement) or have contact with other individuals (attachment), one may have the time to become involved in deviant criminal activity. Social control theory explains punishment as an important control mechanisms to which students are made to conform to school rules and regulation.

According to this theory, when an individual gets punished, he or she learns that he or she is not in line with social norms and regulations and thus, punishments act as a mechanism to control individual behavior to conform to social norms and regulations. However, this mechanism may not work if one does not have any attachment to the society or the community that he or she belongs. Hirschi (1969) asserted that individual will feel regret only when there is social bond. Social bond here entails the attachment that one feels as having with the colleagues or friends. This attachment or bond becomes stronger when one does not want to be alone or in isolation from the group that he is attached with. According to Hirschi, when the bond becomes weak, the results are liberation of a delinquent, and lack of responsibility for the behavior portrayed.

According to the theory, human beings normally respond to four social bonds to conventional society, attachment to pro-social others, commitment to conformity, involvement in conventional activities and belief in the value or legitimacy of convention. These four elements of social bond may determine how one behaves in his or her social environment. Social control theory has been used by scholars to study delinquency in schools. Jenkins (1997) and Steward (2003) for example, have

concentrated on the school as an important mechanism of social control. The social control theory is important in this study because is used to understand and reduce levels of indiscipline acts of students in schools. The students who have beliefs and commitment often have a level of self control over their actions hence the students can have good discipline in their schools. Also the theory is important in this study because it examines society influences on students' indiscipline acts. The theory is important in this study because it encourages the students to be involved and in touch with the community, this can help students avoid being involved in indiscipline case in schools.

2.3.2 Mcgregor's Theory X and Y

The second theory that informs this study is McGregor's theory X and Y. These theories are theories of human motivation and management. They were created and developed by Douglas McGregor at the MIT Sloan School of Management in 1960s. These theories describe two contrasting models of workforce motivation applied by managers in human resource management, organizational behavior, organizational communication and organizational development. The study specifically focuses on Theory X, which postulates that normal people are lazy and will always avoid responsibility. To make them follow responsibility, there is a need to coerce, control and even threaten them.

Theory Y postulates that the role of a school manager is to provide an enabling environment that enables students to realize the potential they are endowed with. Within theory X, school is viewed as an organization composed of different categories of people namely teachers, students and non-teaching staff. All these

groups of people need discipline as a means of achieving the school goals and objectives through setting for them rules and regulations and once broken to be followed by prescribed punishments.

Theory Y on the other hand viewed a school as an organization with a head of school able to apply leadership skills so as to gain willing cooperation from teachers, students and non-teaching staff through the use of rules and regulations set by management (Okumbe, 1998). The fundamental concepts in McGregor's Theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments in the school. In application of McGregor's theory to this study, the main variables were school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations and time management that refers to the effective utilization of time allocated to individual activities in an education institution.

These activities include both classroom and outdoor work such as sports, gardening and cleaning work or house work (Mafabi, et al 1993). McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a set code of behavior in an educational organization despite the application of rules and regulations as well as punishments to both deter and reattribute the offenders. In Tanzania, there are ubiquitous disciplinary policies which remove students who have violated rules from the school. The opportunities to correct mistakes through teaching have been replaced by school expulsion. Important social ties to the institution may become more delinquent.

Theory X is important in this study because it stress the importance of strict supervision of students discipline as the students cannot have good conduct without strict supervision because students are lazy they don't want to follow the school rules and regulation without supervision from their teachers and parents. The other importance of the theory X is external reward of the students with good discipline, the theory propose rewards to the students who follow school rules and regulations like gifts this motivate the students to follow the school rules and regulation in order to be rewarded. Also punishment was proposed to the students who don't want to follow the school rules and regulations. In order the organization to develop well there must be punishment to those who go against the organizational rules and regulation. The theory Y encourages the students to follow the school rules and regulations without direct supervision from their teachers and parents.

2.4 Empirical literature

This section presents the literature review in form of empirical studies. The study will focus on the management of students' indiscipline acts in public secondary schools with the focus on management strategies of students indiscipline acts, teacher's and student's perceptions on the efficacy of the management strategies of indiscipline acts and ways to improve the students discipline

2.4.1 Strategies of Managing A Student Indiscipline Cases In Secondary Schools

School managers and teachers use a variety of management strategies to maintain a productive learning environment. These strategies include preventative management techniques, behavior modification and reactive management techniques. Preventative

management strategies are combinations of many techniques used to control student discipline before it occurs (Akpan (2006). Kabandize (2001), studied students control through rules and regulations set by secondary schools in Uganda. He observed that, rules and regulations were enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents.

Cotton (2001) studied the management of student indiscipline and argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. He however found that it was normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defence. The consequences from such undisciplined behaviours may result into poor students‟ academic performance.

Nakpodia (2010) did a study of teachers discipline approach to study discipline problem in Nigeria Secondary school. The study explored teachers view about the approaches to discipline problem in Nigeria schools such as corporal punishment, suspension and expulsion. She found that the range of punishment in secondary schools at present is very broad, ranging from expulsion suspension and expulsion to corporal punishment. A students may be suspended or expelled where by infracts a grievous school rule. She suggested that if the discipline which the society need in other to produce an enabling school environment is lacking, there would be chaos

and destruction. A discipline mind is an assert to ant society and the school is the part of the process for training the youth in other to produce a balanced and disciplined attraction.

Munn, et al (1997) did a comparative study on Scottish teachers' perception of discipline in 1990 and 1996. The study found that misbehavior which was most common in secondary school in 1990 remained the most common in 1996. These were typically low level such as talking out of tune or eating in class. Violence against teachers was rare both in 1990 and 1996. He suggested that government has responsibility to ensure that it is worthy ambitions to raise attainment do not encourage greater conservation among teachers by unsophisticated setting and reporting of the meeting of pre-specified targets.

2.4.2 Efficacy of the Strategies used to Manage Indiscipline in Secondary Schools

There is efficacy of the strategies used to manage indiscipline in secondary schools. Some are Lochan (2010) did a study on students' perception of indiscipline at three schools in one educational district in central Trinidad. It was a qualitative study which involved purposeful sampling and the use of group interviews as the sole instrument of data collection. The findings reported on one of the research question revealed the major factors responsible for the level of indiscipline; teaching strategies and teachers attitude, media including television, radio, internet and video games, the home environment, anger issue and peer pressure. Shah et al (2012) did a study on the psycho-behavioral factors contributing to truancy among Malay secondary school

students in Malaysia. The finding showed that the overall prevalence of truancy was30.2%. The predictors to truancy were aged; students who have not completed Quran recital, copying strategies using problems solving methods and time spent watching television. They recommended that truancy is a social issue which must be given serious attention by all concerned segments of the society.

Grossnicle and Sesk (1990) assert that school manager should spearhead the formulation of school rules and regulation which will give guidelines for school discipline. Rules and the results of breaking them should be established and communicated effectively. Gaustad (1992) explains that, once rules have been made known, fair and consistent enforcement helps sustain students respect for the schools' discipline system. Consistency will be greater when fewer individuals are responsible for enforcement.

Giving chance to students to present their side of the story and establishing an appeal process will also increase students and parents' perceptions of fairness. The nature of teaching methods by teachers, instructional materials, and the relationship of the teacher to the student are some of the important factors in dealing with the student discipline. Teachers, who help students to constructively focus on their discipline, encourage the student to become involved in school activities identify specific student learning needs and show them how to become useful persons of the future (Hale & Canter, 2008).

In situations where there are long serving teachers, they have a sound knowledge base, are actively engaged with the make-up of their academic discipline, have a firm

understanding of how students learn, and the skills necessary for students to meet high standards (Singham, 2003). In high poverty schools, teachers who lack these qualities are often not provided with professional development opportunities, resulting in increased frustration leading to high teacher turnover. Excessive teacher turnover in low-income communities appear to have an impact on student achievement (Darling-Hammond & Sykes, 2003). The high teacher turnover rate results in a low teacher commitment rate where many schoolteachers are poor adult role models and choose not to engage with students and this result into indiscipline of students (Barth, 2001).

Highly qualified and engaged teachers passionately believe that they make a difference in the lives of students who are indiscipline by changing them to be persons of substance because of their teaching practices and personal concern for their students (Secada, 2008). Having caring, quality teachers who bring meaning into their relationships with students provide students with respect, high expectations and trust of the student's intellect to find solutions to problems and this encourages them to abandon indiscipline acts. According to Glass (2004), teachers who are successful with low socioeconomic students use logical consequences to direct students to learn appropriate behaviors; they build relationships with students and seek to make learning relevant.

One way of enforcing discipline among students is through guidance and counseling. Baker and Gerler (2001) found out that students who took part in a school counseling program had less inappropriate behavior and positive attitudes toward school than those students who did not take part in the program. A study on the effects of

guidance and counseling on classroom performance found that the students who received counseling did better in classroom behavior, in mathematics and in language arts grades (Gender, Kinney and Anderson, 1985). Students in schools that provided counseling services provided out that their classes were less likely to be interrupted by other students and that their peers behaved better in school (Lapan, Gusber and Sun, 1997)

According to Omizo and Omizo (1988) children who experience family problems appreciate the services of school counselors. These counselors are effective in reducing victimization by assisting victimized children, reducing bullies' victimizing behaviors and adjusting the school climate and structure. Different forms of measures, when used together, have been shown to reduce some victimization-related behaviors (Hanish and Guera ,2000) Mbiti (2007) outlines schemes of discipline control through different methods of punishment namely; the traditional scheme of discipline, discipline control through punishment and discipline control through rewards. In the traditional scheme of discipline all children were naturally inclined to do evil unless they were controlled properly by adults, a control which was affected through harsh punishment. In the discipline control through rewards, a child was made to obey or to submit to authority by being given a reward.

Okumbe (1899) outlines the discipline procedure as a systematic process which begins with the clear performing investigations followed by temporally suspension, oral or written warning and finally expulsion from school. The second phase of interdiction suspension requires the students to leave the school premises to allow the management to do thorough investigations about the allegations. The last stage is

dismissal or expulsion from school. The verdict is given in accordance to the magnitude of the offence. The student is supposed to be accorded the right of appeal against the action taken.

Teklemariam (2009) argues that everyone has inner impulses, which make us say or do things that we later regret or feel proud of. By developing will power and self-discipline, we are able to choose our behavior and reactions. School managers should therefore emphasis self-management and knowledge of individual rights and responsibilities while specifying the benefits of good behavior and the consequences of inappropriate behavior to students and staff. Teklemariam (2009) adds that discipline can also be achieved by emphasizing trust.

One way of doing this is by availing students with opportunities to decide and make guidelines for monitoring their own behavior. Teachers can progressively plan experiences for students that enable them view themselves as important and responsible. Waweru (2008) asserts that school discipline cannot be achieved without involvement of the students. Hence, the appointment of school prefects is mandatory.

The management should choose the best mode of appointing prefects, one that will be accepted by the entire school community. The school managers should use an inclusive approach in appointing students' leaders. The students to be considered for this role should be academically above average, honest, fair, responsible, obedient, firm and consistent. They should also be active in co-curricular activities and exhibit leadership qualities.

2.4.3 How to Improve Discipline in Secondary Schools

There are different ways used to improve students discipline in secondary schools. Some of the ways to improve discipline are cooperation among teachers, students and parents, application of punishment and effective control of school rules and regulations. The following scholar have studied on the ways to improve students indiscipline as follows;

Kindiki (2009) studied the effectiveness of communication on students discipline in secondary schools in Kenya. She used qualitative approach and interviewed 20 students and 4 teachers in Naivasha District in Kenya. She found that level of discipline in secondary schools in Kenya was very low as school administration rarely discussed implementation of rules and regulations to students hence there are poor channels of communication. As a result, ineffective communication led to conflict, chaos, misunderstanding and lack of confidence in school administration.

Kindiki (2009), argued that schools could sensitize students through guidance and counseling sessions on barriers to interpersonal communication that hinder effective communication including fear of the administration by the students especially where it is not open but autocratic and ignored students‟ grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counseling units, clearly stated rules and regulations to guide students‟ behavior and interference by overprotective parents and guardians. However, Kindiki (2009) study was done in Kenya where the education system significantly varies from that of Uganda. It is evident that secondary head teachers need to explore more amicable ways of dealing with student discipline issues. Effective communication is

essential in schools for coordination of school activities as through communication, all members of the school community will be aware of the day to day happenings in the school. It is therefore imperative that communication in schools be improved for higher standards of discipline to be realized.

Kindiki recommended that the school administration should initiate dialogue when dealing with students to discuss discipline matters, rules and regulations. Regular meeting and morning assemblies should be used as main channel of communication. Guidance and counseling were seen to be effective ways of communication to overcome barriers of communication

Palmer (2008) states, “Good teaching requires self-knowledge. In order to connect with students, good teachers make affective connections related to their subject matter and students. These connections are reflected in the teachers‟ spirits and they create a desire to learn among students. One methodology that focuses on understanding what is good, and in this case, effective teaching, is appreciative inquiry. Teachers‟ roles are very vital towards students discipline; they are parents away from home. Teachers set rules and regulations which once broken certain punishments are given like hard labour and to some extent administer punitive punishments. Teachers’ perceptions towards students also contribute significantly to students‟ discipline since they are responsible for guiding them in various ways paving way for their better future.

In developed countries however teachers in schools with more than two-thirds low-income or minority students are least likely to report that their students worried a

great deal about doing well in school, and most likely to report that their students are only doing enough work to get by (Moreiras, 2003). However, minority students are more likely than white students to worry about doing well in school. Students overall worried more about doing well in school than they did about being safe at school, traveling to and from school or being liked by their peers.

In a study carried out by Erich Gundlach, Keil (2003), few students strongly agree that teachers think about students as individuals and not as part of some group; respect all students and know a lot about the community or neighborhood. Teachers‟ opinions are similar: few teachers strongly agree that teachers in their schools respect all students, and less than half of teachers strongly agree that teachers in their school think about students as individuals, and not as part of some group. Involving students governing bodies like students councils in the discipline processes and promoting student reflection about their own behavior is the key to effective discipline.

Egwell (1989), strongly advises that students should be treated humanely, that is without such prejudice that they are naturally indiscipline and unable to think maturely and that they can significantly contribute to the policy processes of the school. Grounded in the belief that students are entitled to quality education, educational reforms have taken place and are directed towards improving the quality of education. These reforms world over are demanding greater performance and commitment from teachers, holding teachers and supervisors responsible for the performance of students in secondary schools and maintaining their discipline. Teachers are held responsible for the quality of students‟ work. The quality of the

students‟ note-books and assignments show the teacher’s delivery of quality work and the students‟ contributions. Assessment results show whether there has been an improvement or not. Current models of supervision portray the teacher as participants rather than observers in the learning process.

The emphasis of these models is the importance of continuous improvement for both the teacher and the student alike. Ehrenberg and Brewer (2004) highlight seven important factors an effective school must exhibit. These include: instructional leadership, clear and mission, safe and orderly environment, climate of high expectation, frequent monitoring of student progress, positive home-school relations and student time on-task as an opportune moment to learn. Policy makers in the education sector would do well if they realized that collaboration. Teaming, peer view, coaching and monitoring are critical components of professional development efforts. Schools that promote a culture of performance and continuous assessment offer the capacity to enhance student achievement and the teacher’s professional growth (Furtwengler, 2005). When teachers reflect on what and how students learn and use this knowledge to modify their instructions accordingly, better teaching style and learning occur.

The feedback from such reflective teaching can serve as an effective tool for teacher improvement, so it is not only the students that benefit but also the teachers. Ineffective communication between the students and the school administration causes student indiscipline. This study was, therefore, done to establish the effectiveness of communication on student discipline in secondary schools in Uganda. An effective communication system establishes the relationships between

and among teachers, non-teaching staff and students within the school. The role of the head teacher, as an administrator, can only be realized by an established comprehensive system of communication. Communication is essentially a bridge of understanding between people in any institution (Mbiti, 1974).

Charles (1989), notes that in the school setting, discipline helps students to do those things necessary for enhancing their education while limiting those behaviors that are self-defeating. Indeed, students require discipline for positive social development and for adequate educational progress. Asiedu-Akrofi (1978) two kinds of discipline have been identified. One exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the students. They do not have reason to believe that they are being forced to comply with the rules. They understand them and sometimes participate in making them. It is believed that this kind of discipline encourages responsibility and cooperation on the part of the students. The other is considered to be externally imposed and so denies students the chances of learning to exercise their sense of judgment as well as responsibility. Mbiti (1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly.

In the United States of America, Cotton, (2000) studied the modes of students' control in Public Schools and found that students broke the rules because they were not involved in developing those rules. He recommends an open minded approach to school rules and regulations is important to minimize unwanted students behaviour in schools. He believed that since most school rules and regulations are set without students' participation, students tended to resist them and at times broke them

leading to indiscipline acts, which resulted into suspension, dismissal, with the consequences of affecting their academic performance.

In Uganda, Mpiso (2004) found various types of punishments that are administered in the secondary schools including reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school. He suggested that punishment may not necessarily lead to school discipline.

As Mafabi, et al (1993) opined, punishments are expected to suppress unwanted response during the time students are under teachers' observation. This implied that punishments in a school system are expected to teach students the relationship between their behaviours and the outcome or accountability for their mistakes.

Docking (2000), carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishments were appropriate and constructive while others were not desirable. Those undesirable intended for instilling fear. Canter (2000) agreed with Docking and argued that corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline.

Studying the perceptions of students on punishment, Evertson, et al (2003) in elementary schools in the United Kingdom, these scholars established that, small children tend to regard all punishment as unfair and undiscovered. However old

students generally regard punishment for misbehavior as fair and accepted, provided that the punishment fits the crime.

In Botswana, Koereng (2004) observed that head teachers did not punish the students for misbehavior and did not have control on some punishments even if cases could warrant suspension or expulsion. The consequence is that students could misbehave even in front of these powerless head teachers whom they know had no power to take any action.

Johnson, et al (1992) did a study on discipline in Scottish secondary schools. They used a postal survey which looked two different groups on people; teachers and head teachers from Scottish secondary school in the state section. The study suggested that the school and society were out of the step and that discipline would be improved if the society could be changed, if the parents would recognize and support the effort made by school.

Behaviorists advocate for the rewarding of good behavior and ignoring the one considered inappropriate. The assumption of this method is that any action that is rewarded will tend to be repeated and learned, whereas actions, which have no favorable consequences to the individual, will cease to be done Thorndike (1911) Studies have shown that rewards are more effective in producing desirable behavior that sanctions. Becker, (1967); Sharp et al, (1987) conducted a study through which they sought to find out the attitudes of secondary school students towards the use of rewards As reported in Montgomery (1992). A questionnaire was used to gather information from a sample of 396 secondary school students. The researchers found

that students generally perceive praise and rewards as appropriate and desirable. Attention praise and nearness produced by teachers help maintain the pro-social behaviors among the students. A survey carried out in England by Her Majesty's Inspectorate (1988) showed that students appear to achieve more, to be better motivated, and to behave well when teachers commend and reward their successes and emphasize their potential rather than focusing on failures and shortcomings.

In Kenya, Rambo (1992) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to gather information from teachers and head teachers. Rambo found that teachers considered rewards as important in enforcing good behavior among the pupils.

Jones (1989) argues that reward system fulfils a number of functions for a school. It may promote the institutional aims of a school and provide a mechanism for competition; offer incentive and reinforcement for the approved behavior. Kounin (1970) is of the opinion that a key to preventing discipline problems among the students is the improving of the conditions that lead to their occurrence rather than stressing on rules and punishments.

Duke (1989) agrees with this contention when he notes that in improving discipline among students, the emphasis should not be on reactive measures but on policies and strategies, which minimize the risk of disruption in the first place and make it more likely that students will want to behave well. Tattum (1989) suggests the following conditions as being necessary minimizing discipline problems in schools;

(a) Teachers and students should be closely involved in the creation as well as review of school rules. Having a more open discussion will bring about a better understanding of their purpose and problems they create for the parties involved.

(b) The rules should be communicated to teachers, parents, students and other involved adults. Students should be made to understand the reasons for implementing the rules. When students are unaware of school rules, they will either fall foul of them unwillingly or test out limits to find out what behavior is acceptable to staff.

(c) There should be clarity of expectations; those students and other members of school community understanding, and are aware of what is expected of them.

(d) In school there should be a general demonstration of sensitivity and consistency in the administration of school rules. Students need to observe, feel and believe for themselves that their teachers care about them and know something about them as individuals.

All in all the scholars have explained a lot on the management strategies of indiscipline acts among the students in public secondary school, these strategies include punishment, guidance and counseling, suspension, involving the parents and dialogue. A lot of these scholars agreed on the use of punishment as among the management strategies of indiscipline acts in secondary schools. Also they argued that, there should be regular reminding of the student about the school rules and regulations. Guidance and counseling were seen to be effective way for improving the student discipline. In general the scholars have explained a lot about the

management strategies of the indiscipline acts of the students. On my view the effective management strategy of students indiscipline acts if the involvement of the parents on the discipline of their children.

2.5 Research gap

Research gap is the missing elements in the existing research literature. It is a research question or problem which has not been answered appropriately or at all in a given field of study.

The questions that the management strategies that teachers use to manage indiscipline in secondary schools; what are the perceptions of teachers and students on the efficacy of the strategies used to manage indiscipline in secondary schools; and what are the students' views on how to improve discipline in secondary schools? A critical analysis of the above studies did not provide a clear answer. A lot of scholars have discussed on the causes, types and management of the students' indiscipline acts, the literature didn't show the effectiveness of the management strategies of students' indiscipline acts and the ways to improve the students discipline in secondary schools. Due to this reason forced the researcher to conduct the study in order to fill the gap.

2.6 Chapter Summary

In this chapter the researcher has shown two theories which are social control theory and McGregor theory X and theory Y. The theories explain management strategies of indiscipline acts of the students in secondary school, efficacy on the management strategies and ways to improve the students discipline in secondary schools. In this

chapter, the researcher has shown different reviews of literature which has explained on the management of students' indiscipline acts. On social control theory argue that punishment represents important control mechanism which students conform to school rules and regulations. The fundamental concepts in McGregor's theory X and Y are rules and regulations, disciplinary actions mainly punishment and time management especially when administer punishment in the school. The following chapter explains the research methods and procedures which the researcher used when conducting the research

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures which were used in generating data so as to address the objectives of the study. The chapter particularly focuses on describing a research design and approach adopted, area of study, target population, the sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection methods and data analysis. Lastly, the chapter indicates ethical issues that were adhered in the study.

3.2 Research Design

Research design is the conceptual structure within which the research is conducted. Mary (2011) explain research design as the chosen and planned ways of investigating the social reality, or the planned arrangements of how to address the research problem and are organized in such a manner as to optimize on research outcome. The design could be of a quantitative nature or qualitative but the former requires a more formal treatment of a design, and each study needs a priority design. The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, students and head teachers. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Gall & Meredith, 2003). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

3.3 Study Approach

Research approach is the mental and philosophical disposition a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired, and the nature on human beings, as respondents, in any social reality under microscope, and can only be quantitative or qualitative. Omary (2001).

This study used mixed research approach. Mixed approach used both qualitative and quantitative approach. The researcher collected both qualitative data on the opinions and ideas about the strategies used to manage students indiscipline cases also quantitative data on the frequency of the occurrence of indiscipline cases. The researcher collected qualitative data and on the basis of the findings designed specific quantitative approaches such as correlations so as to validate and extend the qualitative finding.

3.4 Area of the Study

Area of study is a distinct geographical, socio-cultural or political area aimed at scientific understanding of the area as an entity and at relating it to other area. The study was conducted in Temeke Municipality, which is one of the three municipals of Dar es Salaam region. The selection of area of study was determined by many aspects including time, financial condition, nature of required information and personal reason. Firstly, Temeke Municipality has been selected by the researcher to be the area of study because Temeke has many Public secondary schools and the discipline of the student is worse as the students misbehave by engaging in the use of drug abuse and alcohol also they fight physically with their teachers. The students in this school have bad habit as they use verbal abuse of teachers, absenteeism, robbery

also they are fighting among the students themselves. Secondly, The Municipal is well build by tarmac roads; therefore most of areas can easily be reached by roads. Also the researcher's financial and time constrains forced this research to be conducted in Temeke Municipality.

3.6 Population

According to Omary (2011: 71) a population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. The target population for this study consisted of different stakeholders in public secondary school education comprising heads of schools, students, discipline masters or mistress and teachers.

3.7 Sample and Sampling Procedure

3.7.1 Sample

Kothary (2004) defines Sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study selected ten secondary schools namely Mbagala, Mbagala Kuu, Relini, Charambe, Mbande, Kidete, Kibugumo, Nzasa, Kibada and Changanyikeni. Since it was difficult to deal with all public secondary schools in Temeke Municipal Council due to time and financial constraints the researcher decided to conduct the study from the 10 selected secondary schools in Temeke Municipality. The sample is reliable because these schools comprise varieties of students by considering gender, age and level of education. A successful analysis of the problem under investigation based on a sample of 140; where by 40 Teachers, 4

teachers from each school, 80students 8 from each school,10 heads of schools 1 from each school, and 10 discipline masters or mistresses 1 from each school.

Table 3.1 A Sample of the Study

Category of Respondent	**Expected number**
Heads of schools	10
Teachers	40
Students	80
Discipline Master/Mistress	10
TOTAL	**140**

3.7.2 Sampling Procedure

Orodho and Kombo, (2002) define sampling procedure as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representing characteristics found in the entire group. Both purposive and systematic random sampling techniques were used in obtaining the sample for the proposed study. The purpose was to obtain sample that was true representative of the target population. The researcher used systematic sampling where by the teachers and students were selected to give the data by counting the numbers from one to ten. The student and teachers who counted number five were selected to represent their fellows. Also in some schools the researcher used random sampling whereby teachers and students were selected randomly without any criteria, everybody has equal chance to be selected. The students arranged lines, the researchers decided to select any one so as to get the data required.

3.8 Sources of Data

This study involved both primary and secondary sources of data.

3.8.1 Primary Sources of Data

Anangisye, (2007) describes primary sources of data as those items that are original to the problem under study, and that have a direct physical relationship to the events that are being reconstructed. They are the direct sources of events or the records of eyewitnesses. In respect to this study, the primary sources refer to first hand information from individuals, departments, schools, colleges and institutions under study. The first hand data was collected through interview, questionnaires, and documentary review and focus group discussions. The primary sources of data provided historical and current evidences about the management of students' indiscipline acts in public secondary schools in Temeke Municipal Council.

3.8.2 Secondary Sources of Data

Secondary sources of data include those sources that have no direct physical relationship to the issue under investigation and cannot be described as original because that contain data that have already been collected by someone and have passed through a statistical process (Kothari, 1990).

In this context, secondary sources comprised of journal articles, books, theses and dissertations, newspapers, periodicals and internet. Such documents were traced in the Open University of Tanzania main library and other places as appropriate through documentary review. The varied nature of the sources enabled the researcher to get relevant information with diverse viewpoints concerning the management of

students' indiscipline acts in public secondary schools. These sources of information helped the researcher to establish the direction for the generation of raw data.

3.9 Instruments for Data collection

Data collection is the process that enables researchers to systematically gather relevant answers to research question. The data that used in this study were collected from primary and secondary sources. Kothari (2004) defines Research instruments as the techniques the researcher use in performing research operation in data collection.. So as to get the valid and reliable data for the topic under study, triangulation method was adopted. In triangulation, the researcher combined different data collection methods. These were questionnaires, interviews, documentary review and observation as explained below

3.9.1 Interview Guide

An interview guide is a set of questions, structures or unstructured, intended to collect information through oral or verbal communication which allows face to face contact between the researcher and the interviewee. (Kothari 2004) This study used semi-structured interview guide so as to get enough data and deeper information from 10heads of schools. Researcher preferred to use semi-structured interview because;

(i) They are built around a core of structured question from which the interviewer branches off the explore in depth.

(ii) Accurate and complete information is desired with the additional opportunity to probe for underlying factors or relationship which is too complex or elusive to encompass in more straight forward question.

3.9.2 Documentary Review Schedule

Documentary review involves gathering information from secondary sources such as research reports, written official documents. According to Best, et al (2006), documentary analysis involves sources of data such as records, reports, printed forms, letters, autobiographies, diaries, compositions, themes and other academic work. In this study, the researcher used the documents like research reports on student's indiscipline, school files on the student discipline records and reports and minutes of discipline committee. Documentary review was used so as to supplement the other instruments which used in the study like interview, observation and questionnaire

3.9.3 Questionnaire

According to Kothari (2004:100) a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire were sent to respondents who read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents answered the questions on their own. The researcher used open-ended questions on the strategies used to manage the discipline of the students to collect qualitative information.

Open-ended questions allowed the respondents to explain their view on particular issues. Close-ended questions enabled the respondents to choose the best answer among the given alternatives in quantitative study. The use of questionnaire was significant because it used to get more information from the students, teachers and discipline master/mistress.

3.9.4 Observation Schedule

This is the approach of collecting data through observing the actual situation in the area of a case study. The information obtained under this method relates to what is currently happening. Kothari (2004: 96) In this study, observation schedule was used to collect data when the researcher visited the schools. The researcher prepared the guides, which were used to note the behavior of the students in their school daily life. The instruments helped the researcher to get the actual data in the real situation and minimized cheating.

3.10 Ethical Considerations

According to Omary (2011: 18) argued that the researcher should behave and do the researcher in a manner that does not compromise the image of the enterprise in the public eyes. A researcher gets informed consent, observes the national regulation guiding the research enterprise, and emphasizes the social values and benefit of the study.

During the entire process of conducting the study, the researcher adhered to the research ethical standards. Before fieldwork starts, a research gets the clearance letter from the authorities in the Open University of Tanzania that enabled her to obtain research permit from Dar es Salaam Region and Temeke Municipality. During data collection process, all participants were informed about the purpose of the research and only those giving their informed consents participated in this study. Anonymity and confidentiality of the respondent's information are maintained.

3.11 Validity and Reliability of Instruments

Validity is the extent to which the instrument accurately and comprehensive capture the phenomenon under microscope. While, reliability is the extent of reproducibility of the results by the same instrument. It seeks to establish the consistency and stability of the phenomenon.

In order to assure validity and reliability of the study, the researcher was ensured all research instruments were reviewed by experts and education professionals. This process was done before data collection process. Reviewing of research instruments by experts helped a researcher to adjust the instruments for data collection so as to improve the accuracy and suit the demand of the study. Also pre-testing of questionnaire took place here.

In this study the process of testing the validity and reliability of the study instruments to be administered for ease of elaboration, clarification and proper interpretation was done by using the fellow Med APPS cohort to the field study. Also the suggestions from the supervisor and fellow researcher helped in modifying the validity and reliability of the instruments used in the study.

3.11 Data Analysis Plan

In this study qualitative data and information was sorted out and analyzed descriptive and narrative forms by using Statistical Package for Social Science (SPSS) software. Content analysis was employed to identify, analyze and interpret qualitative data which were collected through interview questionnaire and documentary review. Through content analysis data was searched according to material pattern and theme

in line with research questions. Thus the data collected from all respondents including heads of schools, teachers and students about the management of students indiscipline cases wewe categorized according to the research questions. The content of the same categories was considered and treated in the same way during data coding and analysis process.

On the other hand, quantitative data and information from structured questionnaire were also sorted out in line with research questions and were coded into numerical codes by importing into SPSS program so as to get frequency distribution table and percentages which were used in this study.

3.13 Chapter Summary

In this chapter, there are methods which the researcher is going to use in collecting data. The study approach is qualitative approach with some aspects of quantitative; the research design is case study. The area of study is in Temeke municipal council. The data collection instruments are interview guide, questionnaire, and observation schedule. The following chapter shows the data presentation, analysis and discussion of the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the research findings regarding the management of students' indiscipline acts in public secondary school. The findings were obtained through interviews, documentary review, questionnaire and observation, and presented in three sections in relation to the objectives and research questions set in chapter one. The first part presents the strategies that teachers use to manage indiscipline acts in public secondary schools. The second part presents the teachers and students perceptions on the efficacy of the strategies used to manage indiscipline acts in public secondary schools. The last part presents the students views on how to improve discipline public in secondary schools. The information was solicited from ten public secondary schools in Temeke Municipal Council.

4.2 Demographic Data

In this research the sought demographic characteristics of the respondents composed by students, teachers and heads of schools. Students were classified according to their gender, age and form. While teachers were classified according to level of education, title and working experience. The investigation was carried out in public secondary schools in Temeke Municipality in Dar es salaam. To accomplish the study, the researcher sampled 10 Heads of school, 40 teachers, 10 discipline teachers and 80 students. The following is the table which shows the respondents involved in the study

Table 4.1: Respondents Involved in the Study

Respondents	Frequency (N)	Percentage (%)
Heads of schools	10	7.1
Teachers	40	28.6
Students	80	57.1
Discipline masters	6	4.3
Discipline mistress	4	2.9
Total	**140**	**100.0**

The Table 4.1 shows the total number of respondents involved in the study where by majority of respondents were students, followed by teachers, minority of respondents were discipline mistress.

The study sought to find out the education level of teachers in the study. Table 4.2 shows the respondents' level of education. The table shows the level of education of teachers who were involved in the study including head of school, discipline master, discipline mistress and teachers in general that is why the total number of respondents is 60 whereby 10 head of schools, 10 discipline teachers and 40 teachers in general.

Table 4.2: Education level of Teachers in the Study

Education level	Frequency	Percent
Masters degree	7	11.7
Bachelor degree	27	45.0
Diploma	26	43.3
Total	**60**	**100.0**

The table above show the education level of teachers involved in the study. The results imply that majority of teachers involved in the study hold bachelor degree, followed by diploma and minority hold Masters Degree. Majority hold bachelor degree because the management of students' indiscipline cases required a competent person with management skills to handle and control the students discipline and bring changes to students and school as whole. Head of schools, discipline teachers and other teachers in general were trained and qualified so that to execute proper management strategies of students indiscipline acts.

4.3 Management Strategies that Teachers use to Deal with Indiscipline Acts in Public Secondary School

The first objective was to examine the management strategies that were used by teachers to manage indiscipline acts among the students. In order to get proper information the researcher used intensive interviews with students and teachers. The question was:

What are the management strategies that teachers use to manage indiscipline in this school?

The answers to this question were sought to provide various information concerning the management strategies used by teachers to deal with indiscipline acts in public secondary schools.

4.3.1 Application of Corporal Punishment

Corporal punishment is the intentional application of physical pains as a strategy of behavior change. This includes a wide variety of strategies such as hitting, slapping,

spanking, kicking, shaking, chocking and moving Kusare (2004). During interview with head of schools it was found that 7 out of 10 which is 70% of the total head of school involved in the study used punishment as the management strategy that teacher use to deal with the students indiscipline in public secondary schools.

This strategy helps to deal with the discipline cases in schools. Finding obtained from questionnaire administered to teacher's revealed majority revealed that punishment is the major management strategies used by teachers to deal with the student indiscipline acts as the table below shows;

Table 4.3: Teachers Responses on the Punishment as A Strategy for Management of Students Indiscipline

Response	**Frequency**	**Percentage**
Agree	45	75.0
Disagree	15	25.0
Total	**60**	**100**

Source: Field survey (2016)

The table shows that majority of respondents agreed on the use of punishment as the best strategies used to manage the students indiscipline cases in public secondary schools. The results imply that punishment is common strategy used in managing indiscipline cases. So punishment is said to be among management strategy as the education policy of Tanzania argue that the students with the indiscipline acts should be punished accordingly.

4.3.2 Guidance and Counseling

Guidance and counseling is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. These are common found in institutional setting such as schools, college and community agencies. Also Guidance and counseling is the services and programs that promote personal, social, educational and career development. The program should align with an organization or institution's mission. Researcher has found that guidance and counseling is also a management strategy of students' indiscipline acts in secondary schools. In many schools, there is the guidance and counseling department which deals with the students who misbehave. The counselor call the misbehaved student and start to find out the cause of such indiscipline acts and later the student is counseled so that to stop that habit so that the student to have good conduct. During interview with head of schools, it was revealed that 10 interviewed 6 (60%) said they have the guidance and counseling department which deal with the students indiscipline acts by counseling them rather than punishing, the least 4(40%) said that they don't have such department so this management strategy if students indiscipline is not applicable.

Table 4.4: Teachers Responses on Guidance and Counseling

Response	**Frequency**	**Percentage**
Agree	55	91.7
Disagree	05	08.3

Total	**60**	**100**

As presented in table above, 91.7% of respondents agree that guidance and counseling is among the management strategy of indiscipline cases while 08.3% disagree on that issue. This result implies that guidance and counseling is used public secondary schools as the strategy used to manage indiscipline cases of students. Therefore guidance and counseling is among the strategies used to manage the students indiscipline acts in secondary schools

4.3.3 School Disciplinary Committee

Disciplinary Committee is one of the committees aimed at ensuring effective management of schools. It is a committee whose members include the Assistant Head of School, school's Guidance-Counselor and some teachers, depending on the decision of each school on its composition. The study found that school disciplinary committee has the responsibility of investigating cases of indiscipline of students referred to it by authority of school, write report of such investigation and recommend appropriate sanctions for the students. A very serious case of indiscipline of student can thus be referred to the committee to handle. A student however needs to be invited for interrogation by the committee. Witnesses and evidences that can assist during investigations should be brought for. Any case of indiscipline brought before the committee should be handled confidentially and impartially.

At the end, report of investigation should be written while recommendations should also be made. Such report should be signed by all members so as to make it valid and

has to be presented to school's authority. The entire staff has to deliberate on the report, particularly its recommendations before final decision and ratification is made. It is important that decision of a school on the report and recommendations of Disciplinary Committee should be presented to superior authority, prior to implementation. For example, a Disciplinary Committee's case where expulsion of student has been recommended and approved by all teachers should not be implemented until school board approves it. Discipline Masters and Discipline Mistress were interviewed; their responses were 8 discipline teachers which were 80% of the total discipline teachers involved in the study agreed on the use of school disciplinary committee as the management strategy of students' indiscipline cases. One head of school said

> *In this school for example last year the disciplinary committee suspended 30 male and female students who were engaging in sexual relationship. This is a temporary measure because if they will come back and continue engaging in sexual relationship, we will expulsion their study*

Teachers were asked through questionnaire to agree or disagree on the school disciplinary committee as the management strategy of students' indiscipline acts. The study revealed that majority of teachers (75%) agree on the strong disciplinary committee while (25%) disagree. Table 4.6 summarizes the teachers' views.

Table 4.5: Teacher' Responses for School Disciplinary Committee

Response	Frequency	Percentage
Agree	45	75.0

Disagree	15	25.0
Total	**60**	**100**

The above data clearly shows that punishment, guidance and counseling and school disciplinary committee were the management strategies used by teachers to deal with students indiscipline acts in public secondary school.

All in all in this objective, the school management must control the school rules and regulations so as to maintain the discipline of the students in the school. The management strategies of indiscipline include strict in school rules and regulations, strict in possession of cell phones of the students, maintenance of school dressing code, maintenance of student's class attendance and cooperation among teachers, parents and students.

4.4 Perceptions on the Efficacy of the Strategies to manage Indiscipline Acts among the Students

4.4.1 Teachers Perceptions on the Efficacy of the Strategies to Manage Indiscipline Acts among the Students

The second objective was set to assess the teachers and the students' perceptions on the efficacy of the strategies used to manage indiscipline in secondary schools.. The question was: Are the strategies used to manage indiscipline in this school efficient? The following are the teachers' perceptions on the efficiency of the management strategies of the students indiscipline acts in public secondary schools.

4.4.1.1 School Rules and Regulations

The researcher aimed to explore the presence of school rules and regulations and the measures taken for those breaking the school rules and regulations. The question was posed by the researcher "are there school rules and regulations that guide the disciplinary issues in the schools? All respondents agreed that there are school rules and regulations. The study investigated the teachers' perception on efficiency of the management strategies of students indiscipline acts. During the interview with head of schools, the study revealed that of 10 only8 (80%) agreed on the view that there are school rules and regulations which are followed by the students. One head of school explained:

> *As for me I think the strategies are working because the majority of students feel better when everyone comes with a uniform that the school allows. Otherwise, if each student was allowed to wear what they want, there would be chaos. So, yes, I think they are efficient.*

Through questionnaire, teachers showed their perception of strict school rules and regulations to see the efficiency of the management strategies of students' indiscipline.

Table 4.6: Teachers Responses on Strict School Rules and Regulations

Response	**Frequency**	**Percentage**
Agree	56	93.3
Disagree	04	0.6
Total	**60**	**100**

The study revealed that majority of teachers (93.3%) agree on the strict on school Rules and regulations, while (06.7%) Disagree. The data implies that majority of teachers agree on the strict school rules and regulation about the efficiency of the management strategies of the students indiscipline acts. So the management strategies of indiscipline cases is efficiency because there are strict school rules and regulations which force the student to obey the laws, failure to do so strategies used to manage students indiscipline cases is applied by teachers.

4.4.1.2 Punishment are Given for the Right Case

Punishment is defined as an imposition of an undesirable or unpleasant outcome upon a group or individual, in response and deterrent to a particular action or behavior that is seemed unacceptable, threatening to some norm and break the rules or laws by which the social group is governed. In order for the management strategies of indiscipline acts of students to be effective, the finding shows that the punishment are given for the right case, according to the age, sex, health and mistake. During interview with school heads, it was revealed that 9 (90%) out of 10 head of schools agreed on the statement that punishment are given for the right case. Teachers also were asked through questionnaire to give their perceptions of the

efficacy on the management strategies of students' indiscipline acts. The study revealed that majority of teachers (86.7%) agree on the perception that punishment are given for right case, while (13.3%) disagree. Table 4.8 summarizes the responses of teachers.

Table 4.7: Teachers Responses on Punishment are Given for the Right Case

Response	**Frequency**	**Percentage**
Agree	52	86.7
Disagree	08	13.3
Total	**60**	**100**

Source: Field survey (2016)

The table implies that majority of teachers agree on the perception that punishment are given for the right case, in order for the management strategies of the students' indiscipline acts to be efficient.

4.4.2 Students Perceptions on the Efficacy of the Strategies to Manage Indiscipline Acts among the Students

The researcher used questionnaire method and interview to get the views of the students on their perception about the efficacy of the strategies to manage indiscipline. Students were asked to give information through questionnaire of the efficacy on the management strategies of students' indiscipline acts in secondary school. The response was that cooperation between school management, teachers, parents and students. In order for the management strategies to be efficient, they suggest that there must be cooperation among school management, teachers, parents

and students, so as to control and administer the students' discipline. Below is the table that show the students responses

Table 4.8: Students Perception on Cooperation among School Management, Teachers, Parents And Students

Response	Frequency	Percentage
Agree	52	90
Disagree	8	10
Total	**60**	**100**

Source: Field survey (2016)

The above data imply that majority of respondents agree that cooperation among the school management, teachers, parents and students ensure the efficiency of the management strategies of students' indiscipline acts.

The interview with the students, it was argued that the punishments are big enough, some students when they know have done mistake in the school, they decided to abscond the school, and students have no right to be listened when caught with mistake. This can be deduced from the following narrative;

One student argued that:

> *I don't think the strategies the school use to manage truancy are working. Sometimes a student decides to stay at home because of stress they get in school. Some teachers punish students for nothing.*

> *Sometimes one may have done something very small but the punishment is very big. This makes one feel bad and decide to abscond students.*

Another student argued the following

> *Teachers should listen before punishing the student; you may find the student is sick that's why he or she comes late. So when you punish without listening to the students you are not helping but you are destroying. Also the teachers should cooperate with the students to deal with the problems facing them in school and home.*

These findings show that, students perception on the efficacy of the strategies used to manage indiscipline among the students, the teachers give the right punishment to the right mistake, the school management ensure every student have the copy of the school rules and regulations, cooperation between school management, teachers, parents and students so as to ensure maximum discipline to the students.

The findings concur with that of Docking (2000) who observed that some punishments were appropriate and constructive while others were not desirable. Those undesirable intended for instilling fear. This written document explain similar with the student views about the punishment as they argue that the punishment should be provided considering the mistake, age, sex and health. They discourage the use of corporal punishment instead the teacher must listen the students may have the problems which cause them to do mistakes.

The finding on the efficacy of the strategies used to manage indiscipline cases among the students imply that majority of respondents agree on the use of school rules and regulations so as to control the discipline cases followed by cooperation among teachers, students and parents and the last was punishment given for right cases

4.5 Students Views on the Improvement of the Discipline in Secondary School

The third objective was to examine the student's views on how to improve discipline in secondary school. In order to get proper information the researcher used questionnaire and interview method to get the students views on how to improve the discipline in public secondary school. According to the findings the students argued the following in order to improve the discipline in secondary schools;

4.5.1 Involvement of Parents in Students' Discipline

Parents have roles to play in moral training of a child. They are supposed to assist school in the training of a child. The study identified that school management can write a letter of invitation to parents of misbehaved student. Parents can face the school's management where reports of his/her children in school are narrated to them. If the offence involves stealing of other student's properties or willful damage of school's properties, the parents can be made to pay the cost of this.

Questionnaire was administered to students on how to improve their discipline in secondary schools. The study found that the majority revealed that in order to improve the students' discipline there must be the involvement of parents on the discipline of their children.

Table 4.9: Students View on the Involvement of Parents in the Student' Discipline

Response	Frequency	Percentage
Agree	26	32.6
Disagree	54	67.4
Total	**80**	**100**

Source: Field survey (2014)

So, 67.4% of the respondents agreed on the involvement of parents in developing students' discipline in secondary schools.

4.5.2 Reward Giving to Students with Good Discipline

Reward is something given in recognition of one's service, effort or achievement. In many schools, students with good discipline are rewarded gifts at the end of the year. In this study there has been an activity where outstanding students in the various subjects and good students in school are rewarded. Through the same activity, good students in discipline in school during the graduation can be rewarded with cash prizes, gifts to encourage good moral conduct among students. Majority of students argued that in order to improve the students' discipline, there must be reward which can motivate the students to have good discipline in secondary schools. The data obtained were analyzed and presented in the table below.

Table 4.10: Students Responses on Reward Giving to Improve Students Discipline

Response	Frequency	Percentage

Agree	54	67.5
Disagree	26	32.5
Total	**80**	**100**

Source: Field survey (2014)

The results show that majority of students 67.5% agree on the reward giving to discipline students as the way to improve the students' discipline in secondary schools because they motivate them. While few respondents 26% disagree on it.

4.5.3 Good Relationship Between Teachers and Students

Good relationship between teachers and students is very important especially when trying to deal with indiscipline in schools. In order to have good relationship between teachers and students, there must be good communication. Communication involves the exchange of ideas, feelings, and resources to facilitate the relationship between the students in and the teachers or administrators. The finding shows that good relationship motivates the student, to engage more in education than indiscipline acts the students were asked through questionnaire to give their views on how to improve the students discipline in secondary schools. The following table shows the responses of the students

Table 4.11: Students Responses on Good Relationship Between Teachers and Students to Improve Students Discipline

Response	**Frequency**	**Percent**
Agree	75	06.2

Disagree	05	93.8
Total	**80**	**100**

Due to this finding majority of students agreed on good relationship between teachers and students as the way to improve the students' discipline in secondary schools because there live friendly with the teachers.

Kabandize (2001) said students control through rules and regulations set by secondary school in Uganda. He observed that, rules and regulation were enforced through prefect's bodies, and council, disciplinary committee, teachers and involvement of parents. The findings are similar with the documentary review, all insist on the observation of school rules and regulations by students; this could be perfect if there would be cooperation among the students, teachers and parents. This can maintain the discipline of the students in secondary schools.

In general, the third objective assesses the student's views on the ways to improve the discipline in secondary school. The researcher found that all schools involvement of parents, reward giving and good relationship between students and teachers. Other ways of improving the students discipline include school baraza whereby they discuss different issues including discipline issues. This enable the student to be reminded about the school rules and regulation also help the students to air out their views on the way to improve the discipline in their schools. Also the students insist on disciplinary committee to effective administer the discipline of the students.

4.7 Chapter Summary

Generally the finding indicates that the management strategies to address the discipline among the students were; punishments, guiding and counselling, involving parents, good relationship between students and teachers. Perceptions on the efficacy of the strategies to manage indiscipline acts among the students were found that, punishment are given for the right case, schools have strong disciplinary committee and cooperation between the school management, teachers, parents and students were the source of high discipline in the schools. The study also found that in order to improve the discipline in secondary schools, involvement of parents, reward giving to discipline students, cooperation between teachers and students, school baraza, guidance and counselling is used to improve the discipline of the students in public secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study highlighting on the purpose of the study, the framework, and literature review and research methodology. The chapter start by presenting the summary of the study followed by the conclusion and

recommendations on Management of students' indiscipline cases in public secondary schools in Temeke Municipal Council including suggestion for further research.

5.2 Summary of the Study

The purpose of this study was to explore the management of students' indiscipline in public secondary school in Temeke Municipality. The first chapter gives the background to which the problem studied evolve. The study focus on the management of students' indiscipline acts in public secondary schools. The statement of the problem constructed in the manner that aimed to investigate management strategies of students indiscipline focus on public secondary schools in Temeke Municipality. The study was carried out in ten public secondary schools. The total number of respondents was 140. The study had three specific objectives which are to examine the management strategies that teachers use to manage indiscipline acts in secondary school, to assess the teachers and students perceptions on the efficacy of the strategies used to manage indiscipline acts in secondary schools and to examine the students' views on how to improve discipline in secondary schools. The study aimed at answering three questions, namely: what are the management strategies that teachers use to manage indiscipline in secondary school? What are the perception of teachers and students on the efficacy of the strategies used to manage indiscipline in secondary schools? What are the students' views on how to improve discipline in secondary schools?

The second chapter provides views of related literature in connection with the title of the study. The literature review stick on the management strategies used to deal with the students indiscipline acts, efficacy on the management strategies used, ways to

improve the students' discipline, research gap and conceptual frame work to the study is also constructed and explained in this chapter.

The third chapter provides the methodology of the study of this research. It provides the research design, population of the study, sample and sampling techniques. Furthermore the chapter discussed about the instruments employed in the study, ways of validating the instruments, the way of actuating the reliability of the study and ethical issues in the study. Again chapter three presents the precise ways of collecting and analysing data. Chapter four gives presentation, discussion and analysis of data and chapter five provides summary, conclusions and recommendations.

5.3 Summary of the Main Research Findings

Findings reveal that the management strategies used strongly affects the discipline of secondary school students in Temeke Municipality.

5.3.1 Strategies for Managing Students' Indiscipline Acts

Management of the issue of indiscipline has become a nightmare for school administrators and teachers in view of the increasing cases of this menace, its effect in effective management of schools as well as the ultimate effect on the society. There are several ways through which the issue of indiscipline of students can be managed which include: -

(i) School Disciplinary Committee: Disciplinary Committee was one of the committees aimed at ensuring effective management of schools.

(ii) Application of Corporal Punishment: Corporal punishment involves the flogging of a student that misbehaved in school by any of the teachers. The infliction of corporal punishment on misbehaved children was accepted method of promoting good behavior and instilling notion of responsibility.

(iii) Guiding and counseling: Counseling as open ended face to face problem solving situation, within which a student with professional assistance can focus and begin to solve problems.

(iv) Rewards of Discipline Students: It is a known in many schools for end of the year prize giving day to be organized at the end of year. This was an activity where good students in discipline in school during the graduation can be rewarded with cash prizes, gifts to encourage good moral conduct among students.

(v) Invitation of Parents**:** Parents have roles to play in moral training of a child. They were supposed to assist school in the training of a child. School's authority can however write a letter of invitation to parents/guardians of misbehaved student

5.4 Conclusions

From the study findings above the following conclusions were made;

(i) Application of corporal punishment was among the strategy which was used in schools to manage the students indiscipline cases

(ii) Guidance and counseling helped the students with indiscipline cases to change their behavior.

(iii) Strong disciplinary committee in the school controlled and administered the students' discipline.

(iv) Effective administering school rules and regulation to the students was among the way to improve the students discipline.

(v) There should be cooperation among school management, teachers, parents and students to improve the discipline of the students

5.5 Recommendations

Based on the finding of the study, the following recommendations are made;

(i) Students and parents should be involved in decision making about school issues including the development and implementation of educational goals and disciplinary rules.

(ii) Government should organize workshops, conferences, and seminars for teachers and schools' administrators where the management of students' indiscipline would be discussed. The need for staff training in indiscipline resolution short courses or seminars encompassing approaches other than the one currently adhered to.

(iii) The Government should introduce or expand guidance and counselling units in schools in order to deal with students' behaviour.

(iv) Each school should have a functioning disciplinary committee that sees to every case of acts of indiscipline of the students.

(v) Each school should have a set of rules and regulations that will guide all actions of students during school hours and should be constantly read to all students.

5.6 Suggestions for Further Studies

The researcher suggests that:

This study was conducted only to 10 public secondary schools in Temeke Municipality. So, the data obtained does not give a whole picture of the situation. It is suggested that a similar study should be conducted to the whole country at secondary level. This could help to give the whole picture concerning the management of students' indiscipline acts in secondary school country wise. Since the study was conducted in secondary school level, the same should be conducted in primary school level to get the general picture of the management of the student's indiscipline acts.

Also the extent to which school rules and regulations contribute to management of student discipline in schools.

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APPENDICES

Appendix 1L Questionnaire for Heads of School and Teachers

Dear respondent, I am conducting a study on management of students indiscipline acts in public secondary school in Temeke municipal council. You have been selected to participate in the study by responding to questions contained here. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidential. (Please tick or fill in responses in the spaces or boxes provided)

PART A: BIO DATA

1. Job title: 1.Teacher ( ) 2.Administrator ( ) 3. Others ( )

2. Qualification; A. Diploma ( ) B. Bachelor ( ) C. Post Graduate ( )

3. Additional in service training; A. Yes (Specify)-------- B. No

4. What is the total students enrolment in your school---------

5. On what bases are students recommended for;

a) Suspension

b)Expulsion

PART 2

1 The best of your knowledge how often do the following cases of indiscipline occur at your school? (Mark one response on each line 1.Oncea week, 2. Once a month, 3. Daily, 4. On occasion 5. Never)

I. Physical conflict among students ……

II. Use of alcohol and illegal drugs……

III. Physical abuse of teachers…….

IV. Students verbal abuse of teachers……..

V. Students racial tensions…….

VI. Other specify……..

2. What are the existing management strategies have you put in place to address this indiscipline among students?

Management strategies to used to deal with students' Indiscipline

Using the key given, choose or tick the right alternative that fits your opinion on management strategies as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Management strategies of students indiscipline acts	**SD**	**D**	**A**	**SA**
Application of Punishment				
Strong school disciplinary committee				
Guidance and counselling				
Strict on the possession of mobile phones by students				
The school maintains that students get permission before leaving the school.				
The school is strict on students having compulsory meals.				
The school is strict on students‟ class attendance				
The school is strict on students having exams.				

Perceptions on the efficacy of the strategies to manage indiscipline

Using the key given, choose or tick the right alternative that fits your opinion on the administration of school rules and regulations as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Perception on the administrations of punishments	SD	D	A	SA
I think punishments are given for the right cause				
This school has a strong disciplinary committee				
Students are involved in development of school rules and regulations				

Thank you for your cooperation

Appendix 2: Questionnaire for Students

Dear respondent, I am conducting a study on management of students' indiscipline acts in public secondary school in Temeke municipal council. You have been selected to participate in the study by responding to questions contained here. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidential. (Please tick or fill in responses in the spaces or boxes provided)

PART A; Demographic details of the person completing the questionnaire

1. Gender a) Male [ ] b) Female [ ]
2. Age …….
3. Class …….
4. a) Do you hold any position of responsibility in your school? a)Yes [ ] b) No [ ]

   b) If yes, what position? .....

5. a) Does your school have a students' body that advocates for rights of students? a) Yes [ ] b) No [ ]

   b) If yes, what role are the specific roles of the body? .....

PART B; Students perceptions on the efficacy of management strategies of students indiscipline act

Using the key given, choose or tick the right alternative that fits your opinion on the perceptions on the efficacy of management strategies of students indiscipline as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Students perceptions on the efficacy of the management of indiscipline	**SD**	**D**	**A**	**SA**
School Disciplinary committee perfume their duties properly				
Teachers give the punishment according to the mistake				
Punishment are given without biasness				
Students are involved in development of school rules and regulations				
Students have right to be listen when found with mistake				
All students have a copy of school rules and regulations				

Ways used to improve the students discipline	**SD**	**D**	**A**	**SA**
Involvement of parents on the discipline of their children				

Teachers should create good relationship with the students				
School disciplinary committee should control the student discipline without bias				
Reward giving to the discipline students				
Conduct school baraza frequent for insist to follow school rules and regulations				
To keep the students busy with studies so that cannot get the time to do mistakes				

THANK YOU FOR YOUR COOPERATION.

Appendix 3: Interview Guide Heads of Schools

1. What do you know about indiscipline?

   .....

2. Mention at least five kinds of indiscipline cases that you know

   .....

3. What are the indiscipline cases that happen frequently in this school?

   .....

   .....

4. What do you think are the sources of indiscipline cases in your school?

   .....

5. Are there school disciplinary committee in your school? Yes..... No.....

   If yes mention its roles

   .....

6. How indiscipline cases managed in to your schools?

   .....

7. What are the strategies used to deal manage the students indiscipline cases in your schools

   .....

8. In your opinion, how that strategies work in order to manage indiscipline cases in your schools/

.....

9. Does the parents involved or informed about the discipline of their children?

   THANK YOU FOR YOUR COOPERATION