

**FACTORS LEADING TO INDISCIPLINE IN SECONDARY SCHOOLS IN
SIHA DISTRICT COUNCIL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIRMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “*Factors leading to Indiscipline in Secondary Schools in Siha District Council, Tanzania*” of the Open University of Tanzania

.....

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.....

Date

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DECLARATION

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.....

Signature

.....

Date

DEDICATION

I dedicate this work to my wife Asteria Bernard Mattowo and my children Mattew, Mersela and Zitha. Also I would like to dedicate this study to my parents as well as parents of Asteria for upbringing us until we become couple.

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However, the shortcomings of this study are my own faults and should not be directed to my supervisor or anyone who has been acknowledged in this study.

ABSTRACT

The purpose of this study was to examine major factors influencing indiscipline in Secondary Schools in Siha District and to establish whether positive alternative approaches of enhancing discipline had taken root in these schools to eradicate this problem. The study was conducted in five (5) Secondary Schools in Siha District, Tanzania. It was guided by the social learning theory. The target population consisted of 1,000 people. The sample included 15 teachers, 15 parents/guardians, 10 school board members and 30 students. The study employed descriptive survey design, which was more suitable because it enabled the researcher to acquire information from a selected population and the sample findings were viewed as being a representation of the population as a whole. The samples were drawn using purposive, systematic and simple random sampling techniques. To ensure reliability and validity, a pilot study was carried out. The data was collected through questionnaires administered to teachers and students and an interview schedule for the head teachers. The data was analyzed descriptively and organized in tables, frequencies and percentages. The study indicated that most student's disciplinary problems experienced were due to influence from environment and their homes, namely, mobile phones, televisions, alcoholism, cigarette smoking and theft as well as drug abuse, disobedience, truancy, lack of punctuality and improper school uniforms. The study concluded that in order to eradicate indiscipline cases in Secondary Schools, positive approaches need to be implemented fully, since such measures are most likely to yield much better results than the traditional scheme of discipline. The study recommended that school administrations should establish active mandatory school – based families and put in place intensive parent – mentoring programs, which aim at sensitizing parents on their parental duties.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Executive officer
ETP	Employment Training Panel
GPA	Grade Point Average
ICTs	Information and Communication Technologies
IT	Information Technology
MOEC	Ministry of Education and Culture
NUPT	New Ulm Precision Tool
NECTA	National Examination Council of Tanzania
PTA	Parent-Teacher Association
SMS	Short Message Services
SPSS	Statistical Package for Social Sciences.
UNICEF	United Nations International Children's Emergency Fund.
TV	Television
URT	User Registration Tool

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Background to the Study

School indiscipline has been, over time, an issue of concern for educators and we can even state that it has become a huge concern in Tanzania, owing to the rampant outbreak of aggressive behavior among peer, violence between teacher-student, among students and school vandalism. It is common in many secondary schools in Tanzania to hear that such and such a school has been closed because of indiscipline; or teachers in such and such a school have boycotted classes because of indiscipline.

The indiscipline problem in school is ranked as a major problem among students of primary and secondary schools in Tanzania (MOEC, 2005). According to the Ministry of Education and Vocational Training report of August 2005, an average of twelve school children are arrested every day, seven of them on average of between 13 and 15 years. In 2005, it was reported that indiscipline in school children constituted almost one percent of all criminal cases in 2002 and 2003 were related to indiscipline (NUTP, 2005). According to the journal of education (2013), the following are types of indiscipline, their frequency and percentage.

Table 1.1: Disciplinary Problems Common in Schools

Effectiveness of these strategies	Frequency	Percent
Truancy	30	31%
Use of alcohol, Cigarette smoking, Theft, Use of drugs	21	21
Disobedience, Lack of punctuality, Improper school uniforms	27	27
Involvement in love and sexual affairs, Noise making	20	20
Use of cellular phones, Use of abusive language		30
Total	98	100

Source: Journal of Studies in Education 2013, Vol. 3, No. 4

Lloyd & Judith, (1997) point out that indiscipline can be the main hindrance to effective teaching and learning. It can also create violent and unsafe environment within a school community, resulting into lower achievement rates (Brown, 2003). Disciplinary problems in Tanzanian schools often include truancy, peddling drugs, drug abuse, bullying, taking alcohol, smoking, sexual affairs, abusive language and theft. In the Education Act corporal punishment emerged as a tool to curb these students' misdemeanors (Yaghambe & Tshabangu, 2013).

Schools around the world are scrambling to ensure that learners are molded to be disciplined, competent, innovative and responsible citizens. In Tanzania, similar efforts are being done at all levels of education i.e. pre-primary schools, secondary schools, colleges as well as in universities Different strategies to achieve the aforementioned goal have been employed both at the national and school level (Ngulumbe, 2010). Among others, the adoption and deployment of school rules and regulations in secondary schools remain responsible in monitoring and curbing of students' behaviors (URT, 1995).

Indiscipline in school is a social phenomenon that disrupts and disturbs teaching and learning and the smooth social interaction in classroom functioning. Indiscipline is associated with truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other antisocial vices (Canter, *et al.*, 2004).

According to Zubaida (2009), a number of these acts of indiscipline were directed against constituted authorities and established rules. An example of this is refusal to wear the appropriate school uniform and out of school boundaries without formal

permission. The respect which teachers command among students had been seriously worn-off. And some teachers have not done much to help the situation by their actions.

This problem has turned to a national issue. In schools, rules are developed to monitor and guide behavior (MANTEP, 1995). School rules are principles or orders, which a particular school follows. School regulations are official orders that a particular school adopts to ensure proper students' behavior. Mosha (2006) established that school rules and regulations in Tanzania have specific functions including: to prepare pupils as good citizens and whoever breaks them are considered as offenders and may be punished. Strict rules and regulations are effective in minimizing indiscipline in schools.

From a postmodern viewpoint, school rules and regulations can be turned as 'hidden curriculum' that intends to compel students to accept institutional definitions of themselves, as 'normal' human beings (Skelton, 1997: 186). The hidden curriculum includes routines such as time keeping, wearing uniforms, greetings and the like. By developing and implementing school rules and regulations, students in school, "normalcy" is rewarded and "deviance" is punished. Despite these rules, there is still indiscipline in schools and in many; one can find measures such as student's expulsion, suspension and exclusion, or corporal punishment as the order of the day.

Simatwa (2002) noted that the major aims of rules and regulations are to nurture the students to help them become responsible citizens in future. The aim of school

discipline should therefore be seen to help students cope well, be happy, safe and useful to the society they belong (Nakpodia, 2010). However, psychologists opine that some disciplinary measure such as corporal punishments may increase aggression and indiscipline and used by the in disciplined students as way to resist being disciplined.

This explains as to why most in disciplined young people become aggressive delinquents or abusive parents in their future lives (Myers, 2003 cited in Cur win *et al*, 2008). This is because frequent punishments create in a young person as sense of uselessness, low esteem, which may increase a risk for aggression, depression. Punishment tends to create in the punished, a sense of being belittled and removal of power (McIntire, 1996 Cur win *et al*, 2008). While indiscipline is disruptive behavior and disciplining may result into negative consequence in young people, scholars have suggested caution in disciplining. Some have suggested that physical punishment is an ineffective form of managing discipline and that it rarely motivates students to act differently (UNICEF 2010cited in Cur win *et al*, 2008).

Others have suggested security methods such as expulsion, suspensions, calling parents to school and denying the undisciplined some benefits but William (2009) points out that, these strategies are ineffective and contribute to increased disorder in schools leading to more behavioral problems such as increased dropout rates, underperformances and delinquencies (Maag, 2001). To balance between the two, to minimize or remove indiscipline, but to avoid creating psychological problems leading to aggressive behavior, scholars have suggested positive modeling by

inculcating the right type of values and attitudes in the young generation as the most effective strategy. Positive modeling, according to Wolf, (1971) is a deliberate effort to be role models for pupils and expertly create interactions that are interesting, foster satisfaction and make students to look forward to achieving their goals (Wolf, 1971).

A view is advanced that the proper management of children's discipline is by constantly behaving positively and treating the students positively and with dignity (Curwine *et al*, 2008). Despite these propositions, indiscipline is rampant worldwide. In the United States for example, Larson (2008) reports that in 2006 thirty-six percent (36%) of the students in grades 9-12 had been in a physical fight within a year.

The report adds that 4 percent of inner-city teachers and 3 percent of suburban and rural school teachers were physically attacked by students. According to Kuntz (2000), day after day primary and secondary school teachers in both private and state sectors are being confronted with examples of bad behavior the destruction of school equipments or furniture, pupils' lack of respect for each other or for adults impede normal school routine.

In Kenya, this problem is also observed by Shitanda (2000) who reports unrest and indiscipline in secondary schools and at the public universities. Nyaga (2009) reports that in disciplinary cases in secondary schools Kenya involve drug abuse, fighting the students, insubordination, sneaking from school, destruction of school property and stealing of other student property.

1.2 Statement of the Problem

While indiscipline has been reported at all levels of education and is a worldwide social phenomenon, scholars have not adequately explored the perceptions of teachers and students on what they consider to be the source of indiscipline and the effective strategies to eliminate indiscipline in their school. Amado and Freire (2009) for example, only described what indiscipline is, incidents of disruption that affect social interaction. Likewise, Shitanda (2000) and Nyaga (2009) described the disciplinary cases in secondary schools Kenya. None of these scholars have dwelt on people's perceptions and strategies to mediate this problem.

This study aims to fill this gap in literature, based on the understanding that indiscipline in schools is a wide area of research; different studies can be conducted in its various components, such as the effects of indiscipline on students' learning, on teaching, on students' completion rate and on school effectiveness. However, in order to obtain a deep understanding, it is important to research school indiscipline from the perspective of people's understanding.

Thus, research on how teachers and students conceive indiscipline in secondary school is needed to capture their understanding and suggestions for improvement (Shahzad, 2007; Gvaramadze, 2008). In this investigation, teachers and students are chosen because they are the ones who encounter the cases of indiscipline in their interactions in schools. Teaching as well as learning is interrupted with indiscipline on a daily basis.

1.3 Objective of the Study

1.3.1 General Objective

The general purpose of this study is to explore the perceptions of teachers and students on the causes and strategies in place to minimize indiscipline in Siha District, Tanzania.

1.3.2 Specific Objectives

- (i) To explore the perceptions of teachers and students on the sources of indiscipline.
- (ii) To examine the strategies in place to mediate indiscipline.
- (iii) To determine the effectiveness of the strategies employed to mediate indiscipline.

1.4 Research Questions

- (i) What are the perceptions of teachers and students on the sources of indiscipline?
- (ii) What are the strategies in place to mediate indiscipline?
- (iii) How effective are the strategies employed to mediate indiscipline?

1.5 Significance of the Study

This study will provide contribution to schools as it reduces the number of indiscipline students in schools: It will boost academic achievement, will protect the constitution of the United Republic of Tanzania as it will reduce the number of criminal cases and open a way for maintenance of rules and regulations. Also the

study will provide a contribution to the body of knowledge, policy maker and ministry of Education as it goes with millennium development goals on education.

1.6 Limitation of the Study

This research was intended to cover all schools in Siha District Council. However, it faced a number of challenges which were dominated by the geographical of the area and time. One of the limitations was lack of cooperation from schools administration as behavior seems to be an issue in particular school. This was solved by seeking advise from DEO, who wrote a letter to them insisting to collaborate with the researcher. Again, some students were providing wrong answers because bad behaviors touch their life in schools. This was tackled by cooperating with teachers in advising them and ensuring them about confidentiality. Another problem was time table in schools. School time table could hinder my research as the schools have arranged time table for the whole term. These time tables didn't have an open chance for me to conduct my research. This problem was tackled by giving information in advance to Head of school in advance so as to adjust time table to get room for me to conduct my research.

1.7 Definitions of Key Terms

1.7.1 Indiscipline

In this study, it means lack of control in the behavior of a group of people it involves behavior such as truancy, use of alcohol, cigarette smoking, theft use of drugs, disobedience, lack of punctuality, wearing of improper school uniforms, involvement in sexual affairs, noise making use of cellular phones and use of abusive language.

1.7.2 Use of Alcohol

In this study use of alcohol refers to the use of all types of liquors cigarette smoking, use of drugs such as cocaine, and other things that are associated liqueurs.

1.7.3 Disobedience

In this study, disobedience means all behaviors that shows lack of punctuality such as wearing of improper school uniforms such as noise making, use of cellular phone (in schools) and the use of abusive language.

1.7.4 Vandalism

In this study it means the crime of destroying or damaging things especially public properties.

1.7.5 Boycott

In this study it means to refusing to something which is a normal routine for example boycotting class, boycotting against school food use or take part in something as a way of protesting

1.7.6 Juvenile

In this study the term Juvenile means young people who are not yet adult to engage in adult things for example Juvenile employment

1.7.7 Hindrance

It refers to a person or thing that makes something more difficult to be done

1.7.8 Bullying

In this study, bullying means to use power or strength to frighten or hurt weaker people example the form two student to use his/her powers against form one student who is new to school environment.

1.8 Chapter Summary

This chapter had covered introductions and background to the study that is followed by statement of the problems which show to what extent there is need to conduct this research on the perceptions of teachers and students on the causes of indiscipline. The general purpose of this study is to explore the perceptions of teachers and students on the causes and strategies in place to minimize indiscipline in Siha District council. This is followed by three objectives to explore the perceptions of teachers and students on sources of indiscipline in secondary schools, to examine the strategies in place to mediate indiscipline and to determine the effectiveness of the strategies employed to mediate indiscipline cover this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to this study. The first part presents the theoretical framework while the second is empirical literature which is followed by conceptual framework. The last part is chapter summary.

2.2 Theoretical Framework

Two theories were adapted to frame this study and these are Social Control Theory and McGregor's Theory X and Y.

2.2.1 Social Control Theory

Social Control theory was developed by Travis Hirschi (1969). According to Travis Hirschi (1969), people follow rules and regulations because of 'social bond'. Social bond, according to him, is a sense of belonging or social ties that makes one comply to the rules and regulations, Moreover, a deficit in social bonds results in the liberation from rules and regulations, while tightly bound individuals hold their aberrant behavior at bay (Hirsch, 1969).

Rules and regulations may connote different meanings for different people. Some people may perceive rules and regulation as infringement on their freedom while others may see them as liberating. However, they may perceive school rules and regulations aim to maintain order. School rules and regulations represent important control mechanisms to which students conform. According to the theory, human beings normally respond to four social bonds to conventional society: attachment to

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 students behave in school. Social Control Theory has been used by scholars to study how school rules and regulations are followed or not followed.

Jenkins, (1997) and Stewart, (2003) for example, have concentrated on the school as an important mechanism of social control. Of notable significance is the schools ability to control an individual's behavior regardless of other significant background factor's influences.

In other words, while the school represents one of several social institutions to which youths become connected, its effect in decreasing crime is independent of the others. For instance, the school can have rules and regulations that can have inhibitory effect on delinquency regardless of the youth's family structure (Wade & Brannigan, 1998).

As such, school rules and regulations are important arenas for reducing delinquency by means of delinquency prevention programs. Despite the positive findings of the school rules and regulations as sites for positive intervention, an individual only gains from such rules if they are actually present in the school. Indeed, those who are more likely to need rules (i.e., those individual with apparent discipline issues) are often excluded from school via out-of-school suspension and expulsion.

2.2.2 Mc Gregor's Theory X and Y

McGregor's theory X and Y on the other hand is an alternative to the classical organizations theory of Max Weber (Okumbe, 1998). In this theory, schools are viewed as organizations composed of different categories of people namely teachers,

students and non-teaching staff. All these groups of people need discipline as to achieve the perceived organizational goals. This will be achieved by setting rules and regulations to be followed, and once broken, it is termed as indiscipline and one should be punished. Theory Y on the other hand viewed a school as an organization with a head teacher 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 Mc Gregor'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).

2.3 Empirical Literature Review

2.3.1 Sources of Indiscipline

2.3.1.1 School - based Sources

These factors include disobedience, lack of punctuality, improper school uniforms as well as use of alcohol, cigarette smoking, theft, and drug abuse. In this investigation, teachers and students are chosen because they are the ones who encounter the cases

of indiscipline in their interactions in schools. Teaching as well as learning is interrupted with indiscipline on a daily basis.

Lloyd & Judith (1997) points that indiscipline can be the main hindrance to effective teaching and learning. It can also create violent and unsafe environment within a school community resulting in lower achievement rates (Brown, 2003). Disciplinary problems in Tanzanian schools often include truancy, peddling drugs, drug abuse, bullying, taking alcohol, smoking, sexual affairs, abusive language and theft. In the Education Act corporal punishment emerged as a tool to curb these students' misdemeanors (Yaghambe & Tshabangu, 2013).

Nyaga (2009) reports that in disciplinary cases in secondary schools Kenya involve drug abuse, fighting the students, insubordination, sneaking from school, destruction of school property and stealing of other student property. Paaga (2007) in an article entitled, "teachers are to blame for indiscipline in schools," lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behavior among students of such institutions. Unguarded comments like, "*...it is only in this school that such bad meals are prepared for studentsto eat,*" is a recipe for rioting by students.

From the findings of the study, it is believed that indiscipline of students is as a result of parental influence, teacher's attitude, government activities and peer-group influence. Therefore, to curb indiscipline among the students, attention must be given to parental influence, teacher's attitude, government activities and peer-group influence. (A.P and Ojedapo, David Olugbade (2013).

Okumbe (1998) suggests, these are meant to govern various lifestyles of students containing the dos and don'ts (Okumbe, 1998, p. 12). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization.

Lupton and Jones (2002), also concurred with Okumbe (1998), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students. However, these researchers did not say anything on the effect of school rules and regulations on students' academic performance and thus a need for this study.

Adams (2003) explained that schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003).

These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools in Busiro County, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students' academic performance.

Kabandize (2001) carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2001) also 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. However, it has become 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 defense.

Matsoga (2003) in his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students.

An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. However

these researchers concentrated on discipline in schools without studying its effects on student's academic performance, which called for this study

Cotton (2000) in his study about the modes of student's control in Public Schools in the United States of America shares the same opinion and recommends an open minded approach to school rules and regulations as a way of minimizing unwanted students behavior in schools. However since most school rules and regulations are set without students' participation (Kabandize, 2001), students tend to resist them and at times break them leading to indiscipline acts that could result into suspension, dismissal of students that might affect their academic performance.

Salzer-Morling (2000), also concurs with Cotton (2000), and believes that, responsiveness to rules can become a consequence of how managers view them. Harris (2005), carried out a study on discipline among learners in a state funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations.

Harris (2005) study concentrated on discipline and established that it was declining among students, it did not focus on how indiscipline affect students' academic performance and hence a need for this study. The Elton Committee carried out research on the standards of discipline in Scotland and Wales in 1989, and reported that students were cited with violence that involved verbal and physical aggression to teachers. According to Adeyemo (1985), who carried out a study on the level of

discipline in secondary schools in Nigeria, established that, there was wide spread violation of school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system.

Mukharjee (1985) who carried out a study on the standards of discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations. These researchers however only attempted to establish the level of discipline in schools but without studying its effects on students' academic performance and this called for this study.

The question was how the management of school rules and regulations affect student's academic performance? A critical analysis of the above studies did not provide a clear answer. Much as the researchers had studied the way school rules and regulations control the students behavior in schools, a gap remained undiscovered on how the administration of rules and regulations affect students' academic performance. This study therefore investigated the existing relationship between the management of school rules and regulations by head teachers and students academic performance.

2.3.1.2 Influence from Environment

The type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he/she becomes a grown up. Soet (2005:53) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind. Mwaniki (2003) quoting

furrant (1980) concurs that, “. . . *the environment like the blacksmiths forge tapers and alters our natural characteristics, moulds and alters us according to the treatment given.*”

The widespread unrests and indiscipline among the students reflects the prevailing lawlessness and frustration in the society, (Rahul, 2008). A conclusive fact would therefore be that, students' indiscipline is a manifestation of what is happening in the schools and society at large. The factors behind indiscipline include; lack of good role models, drug abuse, the matatu menace, moral decay and sheng'-speaking.

Bwire (2010) asserts that the school is in many ways a mirror of the society. Mbiti (2007:88) complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they themselves must be practical models of good character through the lives they lead. If learners live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to imitate such behavior and spill indiscipline to their schools.

Eyinade (1999) referred to the issue of non-provision of facilities required to make learning environment conducive to students, which in return makes them to be indiscipline. To ascertain if government activities are contributing factors to indiscipline among secondary school students. Items 7 to 9 of the questionnaire were analyzed in table three (pg. 34). The findings revealed that government activities are contributing factors to indiscipline amongst secondary school students.

2.3.1.3 Home – based Sources

All students are products of the society since they are born and reared there. Home environment plays a very big role in influencing their behavior at school. There are many factors at home such as poverty, mobile phones, child abuse, T.V and responsibilities at home that would go a long way in influencing students' behavior negatively.

Docking (1980) agrees that indeed some students come to school already displaying disposition to be disruptive. Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status. Levin and Nolan (1996) confirm that heavy television viewing was significantly associated with elementary school children's belief in a mean and scary world and that poor school behavior was significantly correlated with the home T.V environment. In 1993, the American Psychological Association stated that: 'There is absolutely no doubt that higher levels of viewing violence on television are correlated with increased acceptance of aggressive attitudes and increased aggressive behavior'.

Curwin and Mendler (2000) conducted a research concerning television and youth in which they concluded that children will have viewed approximately 18,000 acts of television violence by the time they enter adolescence. The school is not a haven of peace and tranquility. Infractions are experienced on daily basis and hence the concerns of all stakeholders. The legislations have expanded the due – process rights of students. This is very important because if the headmaster or principal wants to suspend a violent troublemaker, he has to ask: Would a judge find my decision and

procedures legally satisfactory? Would he agree that I had adequate evidence? The appropriate documentation? The authority? The students are also aware of their rights and the students are also aware of their rights and the right to sue a principal.

This means that for principals to succeed in managing pupil discipline, they have to use effective methods. These are methods that can result in positive outcomes. These methods have to a large extent be legal. Thus schools should have policies to cope with the legislations. This is because the laws are designed to avoid law suits than to establish order in school, hence they are abstract and inflexible. Understandably, they inspire some contempt from pupils. (Anyango *et al*, 2013).

2.3.2 Strategies to Mediate Indiscipline

Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:

- (i) **Positive Approach:** This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.
- (ii) **Teacher Effectiveness Training:** This method differentiates between teacher-owned and pupil owned problems, and proposes different strategies for dealing with each. Emmer (2005) opined that effective teacher training reflects in pupils' knowledge through problem-solving and negotiation techniques.
- (iii) **Appropriate School Leaving Theory and Educational Philosophy:** It is a strategy for preventing violence and promoting order and discipline in schools,

put forward by educational philosopher Greenberg (1987) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.

- (iv) Detention: This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on anon-school day, e.g. “Saturday detention” held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24hours notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like “Command Secondary Schools or Navy Secondary Schools” such practice is common perhaps because of the military nature of the schools.
- (v) Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student’s parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing those students only report in school but serve punishment like cutting grass or digging holes or uprooting a plant or working school farm.
- (vi) Exclusion or Expulsion: Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may

also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school head report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.

- (vii) **Deprivation of Privilege:** It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.
- (viii) **Moral Punishment:** Moral punishment such as apologies, public or private degrading from positions etc. is sometimes resorted to. Widman (1987) contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer.
- (ix) **Self-government:** It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.
- (x) **Praise and Blame:** The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory

and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon, which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.

- (xi) Rewards: There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance; conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.
- (xii) Punishment: It has a necessary place in the school economy but it must be based on certain principles if it is not to be a “hit or miss” affair. Seita (1996) identified the following guidelines for the use of punishment:
 - (a) Punishment should fit the “crime” as well as the “criminal”. This is because individuals differ from one another in the basic temperamental patterns, which they inherit, and in those, which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger; others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

- (b) There should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.
- (c) Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary.
- (d) Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters. In a nutshell, all the above-mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with a school discipline policy, which provides a framework that corresponds with what a school will seek to practice.

2.3.3 Effectiveness of the Strategies to Mediate Indiscipline

According to African Journal of Education and Technology effective strategies to mediate indiscipline may include provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of functional PTA, reduction in class size, extra-curricular activities,

involving students in making rules policies that affect them, positive teacher-students relationships, provision of ICTs and internet connectivity, high parental and school supervision and counseling and enforceable school rules and regulations. School administrators should devise means of involving students in formulating rules and policies that affect them.

Involvement of students in evaluation and improvement of instruction program, involvement in the planning and implementation of co-curricular programmes, involvement in the control of students' behavior and in deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship is attainable when teachers take cognizance of the child socially, psychologically and physically. Teachers must appreciate, understand and accept today's students. As a result, the social distance between the students and teachers should be decreased. In addition, with the provision of ICTs and internet connectivity in schools, students will spend most of their extra time searching for information and expanding knowledge rather than loitering about during such free periods.

2.4 Conceptual Framework

The conceptual framework below explains variables to be examined and their relationship. It describes independent variables containing factors leading to indiscipline. These variables influence dependent variables (strategies to mediate indiscipline that result to effectiveness these strategies). However, there are other background variables, which can influence dependent variables; these include sex, age, education, occupation, marital status and income of respondents.

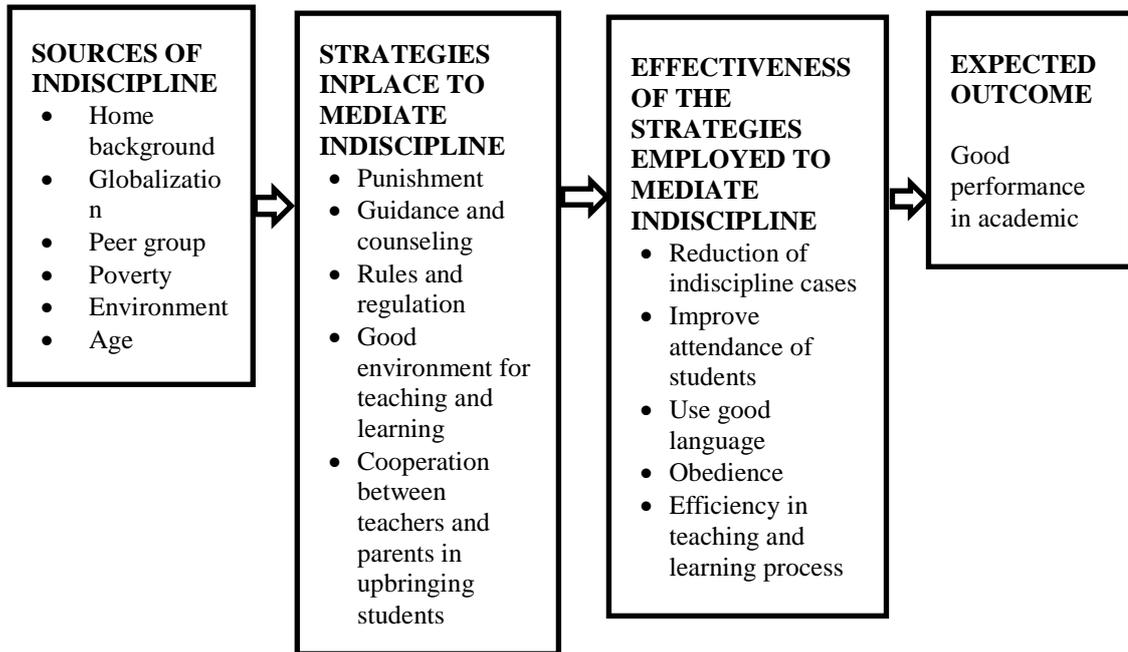


Figure 2.1: Conceptual Framework

Source: Adapted and Modified from Stufflebeam Model (1973)

Indiscipline is an issue of concern in Siha District secondary schools in spite of great expectations from the society regarding secondary school's education; the conceptual framework above shows efforts of schools to solve indiscipline cases. For a long time there has been school regulations, school regulations are given to each student at the time of starting their course, some are placed in school joining instructions forms, others are placed in the notice board to remind student on their regulations. Sometimes amendments are made on school regulations so as to cope with the changing society. School strategies such as School Management Team meetings (SMT), Teachers meetings (staff meetings) Student Government meetings the background of all these is school rules and regulations as a solution. Punishment, dismissal, Suspension, deprivations of privilege, praise & blame, rewards and training teachers is implemented to maintain behavior and improve performance. Finally,

there will be achievement such as improved performance in examinations, calmness of school environment and reduced crime among other things

2.5 Chapter Summary

This chapter start with theoretical framework that link McGregor social cognitive theory and theory of X and Y to factors leading to indiscipline in secondary schools. The literature reviews follows that tries to answer the three questions How the administration of school rules and regulations affect students' academic performance, what are the strategies in place to mediate indiscipline and how effective are the strategies employed to mediate indiscipline. Finally there is conceptual framework that shows the link of concept to as variables to solve indiscipline in Siha.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discloses the methodological procedures, which were used in generating data so as to address objectives of the study. The chapter particularly focuses on describing the study design, study location, sample and sample size, sampling procedures, data Analysis procedures, reliability and validity as well as ethical consideration.

3.2 Study Design

The comparative research design was used in this study, according to Kothari (2004), the research design in case of descriptive/diagnostic studies is a comparative design. Diagnostic research studies determine the frequency with which something occurs or its association with something else. In diagnostic research design the researcher must be able to define clearly what he wants to measure and must find adequate methods for measuring it along with a clear cut definitions of populations they want to study.

3.3 Study Location

This subsection provide real picture of study location, Siha District is one of the seven districts of Kilimanjaro Region located in the North Eastern part of Tanzania Mainland. The Region lies South of the Equator between latitudes 02° and 04° and between longitudes 36° and 38° East of Greenwich. The district is located in the Northern part of the Region (URT, 1998). Siha District borders with Hai District in

the South and East, Rombo District in the North and Arusha Region in the West. The study was conducted in five wards namely Sanyajuu, Nasai, Gararagua, Makiwaru, and Donyomuruak. From these wards, one secondary school from each was selected. These secondary schools are Magadini, Kilingi, Nuru, Sanyajuu, and Sikirari. From these secondary schools, respondents were selected.

The location has been selected on the principle that no study of the same nature has been conducted in this area and indiscipline is a problem toward achievement of secondary school education in Siha. Then Siha District is one of districts with a large number of cultural groups these cultural group/tribes has got different backgrounds that they move with them to educational levels, thus studying Siha provide real picture of Tanzania.

3.4 Sample and Sample Size

Sample as a representative of the whole population was obtained from five wards in Siha District. Siha District is having large number of wards. The sample for this study was being obtained from 5 wards namely Sanyajuu, Nasai, Gararagua, Makiwaru, and Donyomuruak so as to provide real picture of rural and urban Siha. In each ward, one secondary school was selected.

In each of the selected schools, 6 students were selected as a sample for this study together with 3 teachers, 3 guardians/parents and 2 board members. All these were selected in each ward, to reach 70. This number of respondents was enough for data analysis as seen in the Table 3.1.

Table 3.1: Distribution of Sample and Sample Size in Siha District

Ward	School	Teachers	Parents	Students	Board	Total
Gararagua	Magadini	3	3	6	2	14
Donyomuruak	Sikirari	3	3	6	2	14
Sanyajuu	Kilingi	3	3	6	2	14
Nasai	SanyaJuu	3	3	6	2	14
Makiwaru	Nuru	3	3	6	2	14
Total		15	15	30	10	70

The area has been selected on the principle that no study of the same nature has been conducted in this area and indiscipline is a problem toward achievement of secondary school education in Siha.

3.5 Sampling Procedures

Sampling procedure is the way in which few things are taken to represent large population. In this study, purposive sampling was used to select secondary schools in Siha because there are some wards with no secondary schools, and then random sampling was used to select secondary schools in the selected wards. In selecting respondents, purposive sampling was used to select 30 students, 15 parents/guardians, 10 school board members and 15 teachers. This means that there were 6 students from each school, 3 teachers, 2 board members from each school and 3 parents/guardians so as to reach 60 respondents. There were questionnaires for students that provide information with respect to their level as student, and then teachers and parents/guardians provide information using the same questionnaire.

3.5.1 Approach for the Study

The study used both quantitative and qualitative data collection techniques together with written questionnaires, which were administered to a sample of 30 students both male and female, 15 parents/guardians, 10 school board members and 15 teachers.

The data obtained from questionnaires was analyzed by using the statistical package for social sciences (SPSS).

Qualitative research approach was selected basing on fact that it is highly exhaustive and reliable because it allows deep exploration to obtain information that is purposively comprehensive (Ohenet *al*, 2000). Qualitative approach was also selected because its data collection method that allows using more than one technique enable the researcher counter and strengthen data reliability. Quantitative research approach was also used to support qualitative findings. Questionnaires are major instruments was used under this design. According to Kothari (1990), questionnaires are the most widely used instrument for obtaining information from individuals.

3.5.2 Appropriate Design to Tackle the Research Problem

This study relies on the descriptive survey design because of its strength in interpreting conditions, practice, beliefs, views, perceptions and effects that exist in that real world. Leady and Ormrod (2001), Bryman (2004) and Creswell (2006) support that a descriptive survey design suits the quantitative approach.

3.6 Data Analysis Procedures

Content analysis was used to analyze data collected through interviews using interview guide for key informants. This was done by editing, coding classification and tabulation of the collected data so as to change into quantitative. The quantitative data from students was analyzed statistically by using Statistical Package for Social Science (SPSS) software, version 16. Descriptive analysis was used to compute

frequencies, means, minimum and maximum values of both dependent and independent variables.

3.7 Ethical Consideration

Responsibility for the ethical conduct of research, therefore, rests primarily with the person who is planning and undertaking a project, supported by the various arrangements for the scrutiny and approval of proposals (Research Ethics 2008). The researcher made sure that all ethical issues were addressed in the procedures of conducting the research. Thus, the study adhered to the following ethical concerns:

Clearance letters: The research permit was obtained from the Open University Management especially in the Department of MED APPS.

Informed consent: The research respondents were informed about the purpose and objectives of the study. They were also enlightened about its procedures, risks and benefits. After understanding all about the study, respondents were requested to participate in the study without being forced. In that respect, the respondents were informed about their freedom to respond to questions posed to them by the researcher.

Confidentiality: The researcher made sure that confidentiality is maintained. The aim was to protect participants from becoming victims of their participation in the study. Therefore, the collected data were kept in such a way that no unauthorized individual could access it.

Openness and honesty: The researcher was open and honest in dealing with other research subjects. He did not exploit the subjects by changing agreements made between them. All the agreements were adhered to, between the two parties.

3.8 Reliability and Validity of the Study

3.8.1 Reliability

Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement (Student Affairs Assessment). The study is reliable as it focuses on the sample as directed and when tested on other place there is possibility of providing the same result. Similar questionnaires were given to different groups, namely Parent, Teachers, school board members and Students but there was no big variation in their answers. This situation ensures the trustworthiness of the research.

3.8.2 Validity

According to Golafshani (2015) validity determines whether the research truly measures what it was intended to measure or how truthful the research results is, for this reason therefore the designed questionnaires for student teachers, school board members and parents together with selected literature assure validity in this work. The identified deficiencies were corrected, modified and improved as advised by fellow students and supervisor. Besides that, multiple data collection techniques were used to cross-check the strengths of each technique

3.9 Chapter Summary

Chapter three is about research methodology. It shows the research design that was used (cross sectional research design) because it allows data to be collected at one point in time. The study area which is Siha District with the selected Wards and

secondary school, using purposive sampling technique was also covered in the chapter. From these five wards, one was selected. The analysis of quantitative and qualitative data procedure has been indicated at the final part of this chapter.

CHAPTER FOUR

FINDINGS

4.1 Introduction

Chapter four is about findings from data analysis. It starts by explaining what the characteristic of respondents is, in the research which was involving sample size of 60 presented in the table showing frequency and percent. The respondent characteristics is followed by responses to question asked on the perceptions of teachers and students on the sources of indiscipline as the first objective, then the response and discussion on the strategies in place to mediate indiscipline as a second objective.

The discussion on the responses is based on what response said followed by what other scholars say on the same issue, reference of some work and discussion of the findings has been used to answer question number three that was asking for three main strategies that schools use to minimize indiscipline, not only that there is table summarized mathematically by SPSS software has been used to answer question four that was asking to determine the effectiveness of the strategies employed to mediate indiscipline. The last questions, what other strategies do you consider would be more effective in minimizing indiscipline in schools, have been discussed at the final stage of this chapter then summary of the chapter finalize this chapter.

4.2 Characteristics of Respondents

In conducting the research, the researcher was able to face respondents from the school and outside school environment. From schools, the researcher met teachers

and students and outside school the researcher met school board members and parents/guardians who were also educational stakeholders. The respondents were given questionnaire with five question, there were two age group less than 15 and greater than 15 there was 42% of age group less than 15 these were respondent from 12 to 14 then there was 57% of age group greater than 15 who were 15years and above which involve students teachers and parents.

There were 30% of male respondents in all wards and females were70%. All male and female respondents accomplish 100%. On the side of education level there was08% of respondents with primary education and this is the group of parents who were asked to respond our questions, the rest of respondents hold is teachers and student and parents/guardians who accomplish 100%(Seethe table below)

Table 4.1: Characteristics of Respondents

Age	Frequency	Percent
≤ 15	35	50
≥ 15	35	50
Sex		
Male	28	40
Female	42	60
Class		
Form 1 &2	10	14.3
Form 3 & 4	20	29.4
Form 5 & 6 +	15	21
Class 7	15	21
University (Bachelor degree)	10	14.3
Total	70	100

4.2.1 The Perceptions of Parents, Teachers and Students on the Sources of Indiscipline

The first objective of this study was to explore the perceptions of parents, teachers and students on the sources of indiscipline. Respondents were given questionnaire with five questions to respond. Parents, teachers and student respond to these questions by providing their own vies on causes of indiscipline, strategies to mediate indiscipline's and effectiveness of these strategies.

All respondent responded to the question asking the main source of indiscipline in many schools. When respondents were asked to list the main source of indiscipline in many schools and their responses show there were three answers in common: family background, peer groups and globalization.

4.2.2 Family Background

A large number of respondents said that family background is the main source of indiscipline in many schools. One of the parents provided the following response:

“Family background guardian / parents who don't care. Some parents do not care about what their children are doing at home or in school. So even if they don't go to school, it becomes so hard for them to know”.

Another parent when asked on the same gave the following response:

“Family background family whose parent entertains brews. Some families are more drunk than sober. In this state, it is hard for them to make a follow up on their children”.

On the same question, another parent when interviewed provided the following response:

“Poor family background normally believes that children belong to school and they are fearful to inquire from the teachers about their children’s progress. These ways become hard for them to know whether their children went to school or not”.

From the above responses given by parents it was deduced that the source of indiscipline in Siha is caused by family background. Teachers were also asked to respond to this question, and here is a response from one of the teachers:

“Poor parental care in the family. In this community, parents normally do not bother about their children’s education”.

When another teacher was asked on the same argument, here was the response

“Poor rise up/upbringing of the children. Some children have just bad upbringing. You tell them this and it goes straight outside their ears the same time. Such children are hard to remain in school”.

On interviewing another teacher, the following was the response:

“Poor family backgrounds contribute to indiscipline cases. We had a case here of a female student who lives with her grandparents. Her own parents left her behind when she was very little. The grandparents being too old, the girl does not listen to them, nor does she listen to school management. It is a problem”.

Like the parents, teachers also considered family background as the source of indiscipline to students of secondary schools in Siha. Students were interviewed as well on the issue of if family background is among the sources of indiscipline and below are responses.

“Some students fear school punishments. When you fail to answer a question, we are normally caned. Many of our colleagues left school because of punishment”.

Another student’s response is as follows

“Peer pressure from friends. Some students follow groups”.

Furthermore, another student after being interviewed here was the response

“Bullying. Some students leave school because of bullying especially boys”.

6+

From the perspectives of parents, teachers and students, we can see varied ideas about the reasons for students’ truancy. Parents on their side perceive poor family background as the source student indiscipline. Teachers on their side, believe lack of parental care as the reason. Students on their part have a sharp difference in the reasons for truancy. This idea is also supported by Ajila and Olutola (2007), who said the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play

tremendous roles in building the personality of the child. Family as the smallest organization in the society is the base to influencing good behavior; in their discussion they say good behavior is the base out of indiscipline cases.

Unlike parents and teachers, students believe that bullying from both the teachers and the peer is the source of indiscipline in school. This idea is also supported by Iburun (2003), who stated that peer-group is of great importance as it affects young people's way of life. And this relates more to the adolescent stage where most of the respondents belong. Peer groups have been motioned by large number of respondent because in every school there have been group; these group have been used to influence bad behavior which is indiscipline.

Conclusively, objective 1 brought different perspectives on the sources of indiscipline among the students in Siha secondary schools. Teachers believe that the source emanate from the parents, while the parents blame it to lack of care on the part of parents. Students on the other hand, believe that bullying from the teachers and peer are the source of indiscipline.

4.3 Strategies that Schools use to Minimize Indiscipline

4.3.1 Main Strategies

The second objective was set to solicit information on the main strategies that the school management uses to minimize indiscipline in schools. Interview schedule was used to solicit information from the parents, teachers and from the students themselves. The question was: What are the key strategies that the school uses to minimize student indiscipline?

Some of the responses are as follows:

It has been observed that the main strategies that school use to minimize indiscipline is punishment, large number of respondent says punishment in forms of stick, suspensions and jobs out of class room such as chopping firewood, and farming activities Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary Seita (1996) Corporal punishment has been used as main strategies that schools use to minimize indiscipline this is witnessed by responses from parents, teachers and also students relied on punishment as the first strategy as follows

“Punishment especially use of stick”

On asking another parent the response was as follows

“Stick should not be abolished at school”

Below is the response from another parent on punishment

“Teachers and parent should use stick well”.

According to parent punishment is the best way to move out of indiscipline behavior this idea is supported by Bell who says punishment has a necessary place in the school economy but it must be based on certain principles Bell (1995) the following were the responses of teachers on strategy that school use to stop indiscipline.

“punishment especially canning”.

“punishment”

“punishment, corporal punishment”.

Punishment has been supported by not only teachers and parents, student also support punishment as the way out of indiscipline in school the following were their responses when they were asked to list down the main strategy to solve indiscipline among student.

“punishment like going manual work in the school environment”

“to provide them severe punishment”.

“whipping by using stick”

From both parents, teachers and students we can conclude that punishment is the main strategy that school use to do away from indiscipline behavior Seita (1996) Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again.

4.3.2 Other Strategies

Respondents provided other strategies that were used although very rarely. These include calling parent to school for settling disputes; consulting parent for assistance and to help discourage improper behaviors of their children.

“Parent come to school for solving these case”

“Guardians/parent are invited to school”

“Calling parent to school for settling disputes”

These responses relate to what is in the literature. Muhammad Shahbaz & Muhammad Shaban (2007) found that Corporal punishment was the main strategy used by many schools. However, they were quick to point that punishment

strengthens ill behavior and leads to school violence in the long run. These scholars also indicated that children who are subjected to corporal punishment are more likely to utilize violence in their family and society in future. In Pakistan for example, literature shows that many children fear attending school and many of those who seek admission later leave the school due to physical punishment. In concluding this objective, it can be seen that the popular strategy to minimize indiscipline is canning and related punishment. It is sad to find that the same strategy to minimize indiscipline is in fact the one that can escalate indiscipline among the students. This indiscipline may occur while they are still in school and later on in their lives. Conclusively it can be said that schools use wrong or ineffective strategy to curb indiscipline in secondary schools in Siha.

4.4 Effectiveness of the Strategies Used in Minimizing Indiscipline

The third and the last objective was to determine the effectiveness of the strategies used to Minimize indiscipline. While corporal punishment has been theorized as having a negative effect in disciplining students in this study, participants thought it was effective. The question was: How effective was the strategy that is normally used to minimize indiscipline? The following were the responses from the questionnaire.

Table 4. 2: Effectiveness of these Strategies used in Minimizing Indiscipline

Effectiveness of these strategies	Frequency	Percent
Improved academic performance	27	38.6
Reduced indiscipline cases	12	17.2
Wearing of proper school uniform	12	17.2
Improved student attendance	19	27
Total	70	100

Form the table, it can be said that nearly half of the respondents 42% thought that corporal punishment reduced indiscipline cases. 25% thought it improved academic performance while another 25% thought corporal punishment improved attendance. Conclusively, it can be said that the results for this objective is contrary to what the literature says, that corporal punishment is detrimental to disciplining students.

4.5 Chapter Summary

Chapter four was about findings from data analysis it has started by explaining characteristics of respondents by using tables that show age, sex and class level at secondary schools as institutes. The main source of indiscipline in many schools was discussed as objectives one of which poor family background, lack of care from the parents, bullying and peer pressure were the major reasons. The main strategies that schools use to minimize indiscipline is corporal punishment and this was found to work as it reduced indiscipline cases improved academic performance and improved attendance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Indiscipline in secondary school has been researched in this work so as to explore the perceptions of teachers and students on the causes of indiscipline and strategies in place to minimize indiscipline in Siha District Tanzania. As lack of control in the behavior of a group of people, indiscipline involves behaviors such as truancy, vandalism, boycotted juvenile, hindrance, bullying, use of alcohol, cigarette smoking, theft use of drugs, disobedience, lack of punctuality, wearing of improper school uniforms, involvement in sexual affairs, noise making use of cellular phones and use of abusive language.

Different literatures have been sighted so as to grasp the concept; for example Social Control Theory developed by Travis Hirschi (1969) that says people follow rules and regulations because of 'social bond'. The concept of social bond is related to school rules and regulations, that is to say; strictly school rules, control strictly student behaviors; this is also related to leisure faire School and indiscipline.

Mc Gregor's Theory X and Y has been discussed to conceptualize indiscipline among students, not only that indiscipline that been discussed in relation to globalization so as to gain familiarity with new world of information technology. Different strategies to move away with indiscipline have been discussed one of them being positive approach, praise and blame and suspension. Literature is trying to answer three main questions: What are the perceptions of teachers and students on

the sources of indiscipline? What are the strategies in place to mediate indiscipline?

Together with how effective are the strategies employed to mediate indiscipline?

Conceptual framework in diagram that provides a link between factors leading to indiscipline and strategies used to trim down indiscipline with effectiveness of these strategies. Finally, is designed questionnaire for teachers, parent and student that explore indiscipline using five questions, 60 respondents have been reached 30 students, 15 parents, 10 school board members and 15 teachers in different secondary schools from different wards in Siha District. Validity and reliability of this study have been assured by the designed questionnaires for students, teachers and parents that determine whether the research truly measures what it was intended to measure, together with selected literature.

5.2 Conclusions

There is need a for the society to check poor family background as the source of indiscipline among student, contribution of drunkard family, grow up out parent (blood parents) this is because the result shows contribution of these to indiscipline in secondary school.

5.2.1 Factors Leading to Indiscipline

The results show that punishment is the main strategy that schools use to control indiscipline cases. Those punishments are in in forms of stick, suspensions and jobs out of classroom such as chopping firewood, and farming activities. There is a gap that punishments fail to cover because indiscipline cases are still reported and sometimes are associated with punishments. According to Muhammad Shahbaz &

Muhammad Shaban (2007), punishments should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. If an offender fails to realize his /her mistake and regret, then punishment is of no importance. For this reason, therefore, there is need of spreading education among teachers so that they may employ constructive punishment; constructive punishment is the one that will make an offender realize his/her mistake regret and make up his mind not to commit the offence again.

Due to the strong relationship between family background and indiscipline among students, there is a need of spreading education to the educational stakeholders in the society so as to check up on rise up of the children and its effect in the future educational life. The contribution of indiscipline in school cases and continuation is the seed to breaking up of constitutions and generally rise up of crime

Any school must have management which allocates teachers different duties of which touch student lives, teachers area allocates to duties like class teacher, subject teacher, food teacher, sports and games, clubs and others. In their duties teacher play roles as a leader so as to lead student and assure good flow up of activities, if teacher is with student where is the gap of bullying? There is needed to make some changes on allocation of duties among teachers so as to reduce the effect of bullying as related to poor family background.

5.2.2 Strategies to Mediate Indiscipline

Punishment has been used for a long time as a Strategy to reduce indiscipline. This has contributed greatly to the achievement in solving indiscipline cases. School

management set up clear rules and regulation that provide a friendly environment for both teachers and students, this is done by setting up friendly infrastructures like classes, and offices, laboratory, and playing ground together with regulation that allow education processes to take place. All these infrastructure with time table have been placed to ensure occupation of event that will make student busy.

The result shows that calling parents to school for settling disputes and assistance to discourage improper behaviors of their children are alternative strategies that are rarely used. In this changing world, there is a great need of cooperation in rising up of the child and discourage improper behavior, this is because family background has a contribution to spread if indiscipline cases, then if parent and guardians are involved in solving indiscipline cases then the number of cases will be reduced. The tendency of leaving the burden to school will be reduced by cooperation and finally academic excellence will be achieved.

5.3 Recommendations

Basing on the findings of this research, the researcher has come up with three recommendations that will be useful in the society to take immediate actions on indiscipline matters, for policy making and finally, there is gap for further research.

5.3.1 Recommendations for Action

Basing on the findings, the study recommends the cooperation between teachers and parents /guardians towards rising up of students academically and socially. Cooperation will open up a chance of improvement in education provision and will easily allow attainment of education aim in Tanzania which is to fight ignorance. Not only fighting ignorance, but also cooperation will help to easily fight indiscipline

act such as truancy, vandalism, boycotted juvenile, hindrance, bullying, use of alcohol, cigarette smoking ,theft, use of drugs, disobedience, lack of punctuality, wearing of improper school uniforms, involvement in sexual affairs, noise making use of cellular phones and use of abusive language This will also accompany the national efforts in education and will help Tanzania to cope with millennium development goals on education.

5.3.2 Recommendations for Policy Makers

Constructive punishments should be used to guide students' behaviors. A student is supposed to realize his/her mistake, feel regret or shame for his conduct and makes up his mind not to commit the offence again. If this procedure is followed, indiscipline cases will be reduced, the number of truants will be reduced then a school will be a good ground of shaping students' behaviors academically, morally and socially.

5.3.3 Recommendations for Further Research

The research recommends the need to research if the spread of information technology can contribute reduction of indiscipline cases among students. This is because of wide spread of mobile phones, computers, iPad, audio/video, music technology together with social networks such as Facebook, twitter and the like assist flow of information. The society is blaming this technology with a blind eye although it can spread useful information and constructive one. There is a need for the society to campaign for positive use of information technology whereby educational information such as video, audio books and the like can be spread to students and shape their behavior.

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APPENDICES

Appendix I: Questionnaire for Students and Teachers and Parents/Guardians

Dear respondents

My name is Kiwale A. J, a student taking Masters degree at Open University of Tanzania, I am here to collect information related to sources of indiscipline in secondary school, strategies to mitigate indiscipline and effectiveness of these strategies. I am requesting you to cooperate with me by giving me information that I will ask. Feel free because the information collected will be treated as confidential.

Questionnaire for Research on the sources of indiscipline in secondary school Siha District.

General particulars

Date of interview.....

Questionnaire No

Name of respondent (optional)

School name*Ward*

Background Information.

Year of birth

Sex 01 male () 02 Female ()

Education Level (Tick V)

01 one & two () ,02 Three & Four () ,03 Five & six+ ()

Answer the following questions.

1. Can you list three things that you consider to be the source of indiscipline in many schools?
 - (i)
 - (ii)
 - (iii)

2. Can you please explain why you think these are the key sources
 - (i)
 - (ii)
 - (iii)
 - (iv).....

3. What three main strategies that schools use to minimize indiscipline
 - (i)
 - (ii)
 - (iii)
 - (iv).....

4. How effective are these strategies in minimizing indiscipline? *Pleasetick one*
 - (i) Improved academic performance []
 - (ii) Reduced indiscipline cases []
 - (iii) Improved student attendance []
 - (iv) Wearing of proper school uniform []

5. What other strategies do you consider would be more effective in minimizing
indiscipline in schools?-----

Thank you for your cooperation