THE EFFECTS OF SCHOOL BOARDS DECISION MAKING ON MANAGING STUDENTS DISCIPLINE IN GOVERNMENT SECONDARY SCHOOLS IN LAKE VICTORIA ZONE, TANZANIA

KAMUGISHA STEPHEN THEMISTOCLES

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a thesis titled: **"the Effect of School Boards Decision Making on Managing Students Discipline in Government Secondary Schools in Lake Victoria Zone, Tanzania",** in fulfillment of the requirements for the award of Degree of Doctor of Philosophy in Education.

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Prof. E.B.N.K Babyegeya

(Supervisor)

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Date

....

Dr. C. Ngirwa

(Supervisor)

....

Date

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DECLARATION

I, Kamugisha Stephen Themistocles declare that, the work presented in this thesis is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in fulfillment of the requirement for the Degree of Doctor of Philosophy in Education (PhD) award.

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ACKNOWLEDGEMENT

ABSTRACT

Decision making of all kinds in schools is the aspect that maximizes the attainment of educational goals. However, not at all times, decisions lead to fruitful results. This study investigated the effects of the School Boards' decision making on managing students' discipline in government secondary schools in Lake Victoria Zone, Tanzania. This end was fulfilled by four objectives namely: to explore the dominant students' indiscipline behaviour, to examine the effect of communication methods, to evaluate the extent to which School Boards follow the regulations in rational decision making procedures and to examine the effect of School Boards' decisions on the school climate. The study variables were mainly grounded from the Rational Decision Making Model. The study employed mixed methods and cross-sectional survey design. The sample comprised of 120 secondary school teachers, 80 members of the School Boards, 20 Heads of Schools, 20 chairpersons of the School Boards and 62 parents. Data collection tools were questionnaires, semi-structured interview and documents guides. The study findings revealed that truancy and pregnancy were dominant students' problems of indiscipline. It was also learned that there was an over-reliance on written letters as a method of communication on students discipline matters. Furthermore, it was found that despite the disparities (e.g., inconsistence done by school board in decision making against dictates disciplinary regulations and contravention of some regulations) in decisions, some schools partly demonstrated the rationality and had significant effect on students' discipline. The study thus suggests a number of proactive decision making modes rather than reactive one for effective decision making procedures on managing student discipline in government secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
BEST	Basic Education Statistics
CCM	Constant Comparative Method
CVI	Content Validity Index
DAS	District Administrative Secretary
DSEO	District Secondary Education Officer
ETP	Education and Training Policy
IRMT	International Records Management Trust
LGAs	Local Government Authorities
MoEST	Ministry of Education, Science and Technology
NR	Not Relevant
OUT	Open University of Tanzania
PBIS	Positive Behaviour Interventions Support
QR	Quite Relevant
RAS	Regional Administrative Secretary
RE	Revised Edition
REO	Regional Education Officer
SAUT	Saint Augustine University of Tanzania
SB	School Board
SHR	Somehow Relevant
SMEs	Subject Matter Experts
SMT	School Management Team
SPSS	Statistical Package for the Social Sciences

TANESCO	Tanzania Electric Supply Company
TSS	Takwimu za Shule za Sekondari or Secondary School Statistics
URT	United Republic of Tanzania
USA	United States of America
VR	Very Relevant

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background and Problem Setting

Decision making in any organization is the aspect that maximizes the attainment of goals of a person, a group or entire organization (Greenberg & Baron, 2008). It is a way of life for school administrators and is the heart of school effectiveness and school climate (Teklemariam, 2009). Decision making process regarding students' discipline in secondary schools is one of the most important decisions which School Boards in Tanzania make. It is mostly done during the School Board meetings. The community, especially parents and guardians through the School Boards therefore, have equal chance and co-responsibility on managing students discipline matters. School Boards members are appointed to support schools in their communities through effective decisions they make in order to achieve better quality education results. The School Boards were established by the Education Act No. 25 of 1978 under section 39(3) and its amendment No. 10 of 1995, (Cap. 353 RE 2002). The Act made the School Board a legal entity responsible and accountable for development planning, financing and managing the schools under their jurisdiction (URT, 2002).

Furthermore, every Government school board has members whose appointment is approved by the Regional Commissioners of respective Regions. The membership comprises of one member representing the voluntary organization if that school was originally established by that voluntary organization if that school was originally established by that voluntary organization before nationalized and controlled by the

Government of Tanzania during Arusha Declaration in 1967, Regional Education Officer or the representative who shall be a Senior Education Officer in the Region, School Head of respective school. Likewise, one member representing the academic staff and not more than five members appointed by Regional Commissioner upon recommendation of Regional Administrative Secretary (RAS) and two members co-opted by the Board during the first sitting. The Board elects its Chairperson and Vice-Chairperson amongst the members who may not be neither Regional Education Officer (REO), District Secondary Education Officer (DSEO) nor members of the school academic staff. The office tenure for membership of the School Board is four years but it is renewable (URT, 2002).

Furthermore, the Education Act No 25 of 1978 and its subsequent amendments No.10 of 1995 stipulates that the School Board has advisory and participatory mandate such as to approving or disapproving the expulsion of students from school, and advising the School Head, Commissioner of Education and the Local Authorities on matters relating to management and conduct of the school. In addition, the Government Notice No. 280 of June 2002 contains the education regulations which guide school managements and boards to make decisions regarding students' discipline matters. These regulations include inter alia, expulsion and exclusion of students from schools, corporal punishment administration and imposition of penalties to persons who marry or impregnate school girls. This means that the power to dismiss a student rests to a substantial degree on School Boards.

However, the 1978 Education Act as amended from time to time provides the legal framework power to School Head for the day-to-day running of the school. School Head may choose to make a decision or delegate power to another person within the school; for instance the Second Master or Mistress, class master, senior discipline teacher, departmental head and teacher on duty or teachers. In this situation the School Head as the Secretary to the Board decides over certain issues such as ordering corporal punishment administration and suspension of a student from a school for a specified period not exceeding twenty one days prior to making recommendations to the School Board regarding misconduct of the student and recommended punishment. As such, school Boards have been recognized and were made legal entities mandated and entrusted with the role of decision making regarding students' discipline matters in secondary schools. These legal arrangements were made on the assumption that School Board, being close, will maintain school discipline and minimize or arrest indiscipline situations to maintain the good school climate.

It is noted that despite the School Board's crucial legal mandates of managing students' discipline, this appears not to be the case as indiscipline is on the increase in secondary schools in general, and particularly in government secondary schools. Yaghambe and Tshabangu (2013) and Bilinga (2012) listed some acts of indiscipline as absenteeism from school, lateness for classes, cheating in examinations, truancy, theft, fighting, pregnancy and destruction of school property, sexual abuse and consumption of drugs. The available data on Basic Education Statistics (BEST) shows that 76,002 students dropped out of secondary schools in the year 2012 due to

truancy, 72,307 (76%) for pregnancy 4,718 (4.4%) and 5,766 (6.8%) for other misbehaviours. In addition to that, 12,195 (12.8%) children dropped out of school in the same year due to parents' failure to meet students' basic needs. Again, it has been reported that drop out due to truancy has increased from 36.2% in 2009 to 76% in 2015 while drop outs due to pregnancies increased from 1.4% in the year 2009 to 8.1% in year 2015 (URT, 2015). Killugwe and Machumu (2013) observes that almost every part in the country has been experiencing students' violence and Lake zone is not exceptional to student violence. Various media including Radio, Newspapers and Television have reported the incidents of rape, drug abuse, abusive language, truancy, and use of cellular phones, destruction of school property, involvement in love and sexual affairs and other social vices among secondary school students. For instance, it was reported that all the 480 students of Chigunga Secondary School in Geita District were suspended for two weeks after staging a two-hour demonstration over perceived poor annual examinations performance of their School (Guardian, November 2012). Again, Tanzania Daima (2010), a Swahili daily newspaper, reported that 10 students of Nyeruma Secondary School in Bunda District, Mara Region were suspended from studies due to indiscipline cases including bullying their fellow Form One students. Another incident was reported in Bukoba District in the Kagera secondary schools where some students boycotted classes because of grievance against the decision of the expulsion of five students for attempting to rape their female teacher (Nipashe, January 2013).

Urio (2012) and Chua (2012) claimed that sometimes students' indiscipline is caused by School Management and School Boards through poor decisions, poor teacher-

students relationship and peer groups among others. This prompted the Commissioner for Education to ban the suspension and expulsion of students who are about to sit their final National Examinations. The directives issued through the Education Circular No. 4 of 2012 instruct School Boards to stop the tendency of dismissing students from schools except for a student who commits a criminal offence. It is believed that dismissing a final year student from school on disciplinary grounds would cause inconveniences and tension to parents, guardians and the community at large and, as a consequence. It affects the school climate negatively in terms of teaching and learning process, student-teacher relationships and communication among the school community (URT, 2012). As far as the decision making process regarding students' discipline is concerned, most of the School Boards are regarded not effective as expected of them because of increased acts of indiscipline in government secondary schools (Killugwe & Machumu, 2013). It would be advisable that before taking any decision on disciplinary matters, members of the school boards make thorough analysis by understanding the nature of the problems developing available alternatives as well as selecting the most acceptable alternative and converting this to desired outcomes (Babyegeya, 2002; Teklemariam, 2009).

In other instance, the School Board may not make sufficient efforts to follow the provided procedures to solve the student indiscipline on the ground. Ineffective decision making procedures by School Boards may affect the teaching and learning process and the school climate.

According to Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013), school climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the school community. Any decision that a School Board makes has an influence on the climate of the school (e.g. teacher-parent relationship, teaching and learning process and academic performance). Again, it has an effect when measured against the positive (e.g., good discipline, good teacher-parent relationships and good communication) or negative indicators (e.g., poor student discipline, poor communication and poor teacher-parent relationships) of school climate (Hoffman, Hutchson & Reiss, 2009; Ward, 2007). chool climate is an enduring quality of the internal environment that is experienced by students, teachers, administrators and non-teaching staff, for example, student-teacher relationships, academic performance and communication, among others. The climate of a school influences members' behaviour and is described in terms of values, norms and beliefs. As the result, school climate promotes or impedes student achievement and distinguishes one school from another (Sackney, 1988). For instance, some of the indicators of negative school climate include, ineffective teaching and learning process, poor relationship among school community members, poor performance, poor communication among school community, and poor interaction between and among students and teachers. Hence, this may involve failure of School Board to get support from the community they serve (Mohajeran, 2006).

The School climate becomes a key factor to consider in decision making process regarding students' discipline matters because it directly affects the satisfaction of parents and guardians who may decide to send their children to other different schools which they think are more organized (Hohl, 2006). Also, Mc Manus (1989), Sang, Bosire & Mungai (2012) argue that one of the most significant factors in school that influences the students' discipline is the school climate. Specifically, schools with positive climates tend to have less student discipline-related problems (Thapa et al., 2013).

Furthermore, good student- teacher relationships, good teacher-parent relationships, and a caring attitude have at times culminated into students' better behaviors (Premble & Gordon, 2011).

The Government Notice No. 294 of 2002 of the law of Tanzania provides for suspension and expulsion of students from schools on serious breach of school discipline or for grave offences (Criminal offences). Furthermore, they outline types of substantial students' indiscipline behaviour which may warrant expulsion, the procedures for decision making by School Board and possible disciplinary sanctions. For instance, such behaviours include criminal offences, malicious destruction of property, prostitution, drug abuse, pregnancy and a student entering into wedlock. Education regulations of 2002 direct as follows:-

Firstly, School Head has the power to suspend a student for a period not exceeding twenty one days. Secondly, there should be an investigation or disciplinary hearing

to get credible evidences. Thirdly, the information gathered should be scrutinized. Fourthly, school Board meeting should be convened and recommend possible action to be taken against the student who committed an offence. Finally, after the school board has conducted a formal hearing of the two parties to get credible evidence, all evidences tabled by School Head should be scrutinized prior to accepting or rejecting the recommendations for dismissing a student from school (URT, 2002).

If a student, parent or guardian is aggrieved by decisions made by School Board, they may lodge an appeal within forty five days to the Regional Appeal Board established under Section 52 (3) of the Education Act which is mandated to hear and decide on appeals against decisions made by School Board. Furthermore, according to the provision of the education Act and its regulations, the final Appeal Authority is the Minister responsible for educational matters. However, it has been claimed that in Tanzania some decisions made by School Boards are based on inadequate information and do not follow regulations for example the decisions made by Chigunga School Board (Killugwe & Machumu, 2013).

Again it is claimed that effective decision making procedures on students' discipline matters lead to a positive and effective school climate (Thapa et al., 2013). It is also scientifically proved that organizational climate influences members' behaviors and attitudes (Okumbe, 2004). According to Cohen (2006), school climate is highly associated with school discipline and it is argued that one major factors which affects school climate is the discipline of major actors in schools, i.e. students, teachers and parents (Greenberg et al., 2003). For example, studies on school climate conducted

in the US indicate that positive school climate is associated with lower levels of absenteeism (Cohen & Michelli, 2006), low levels of suspension (Cohen, 2001) and decisions on discipline matters which are observed by parties as irrational and subjective (Finnan et al., 2003).

When a student gets involved in wrong doing in a school setting, the type of students' indiscipline acts and the way decision is made by School Board regarding that students' indiscipline act has a lot of effects on school climate (Semali & Vumilia , 2016). Decision making procedures on students discipline in secondary schools in Tanzania is a phenomenon of greatest concern. Occurrence and seriousness of students' indiscipline and the way it is managed has indicated a dilemma on the school climate. Moreover, these violence and severity of students' indiscipline have continued to destabilize teaching and learning process for imparting knowledge and skills among the future citizens of Tanzania.

This study wanted to determine the effects of school boards' decision making on managing students' discipline in government secondary schools in Tanzania. In this study, the variables under study were dominant indiscipline behaviours, communication procedures, rational decision making procedures which School Boards employed to manage students' discipline and how decisions by of school boards' decision influence management of students' discipline. These variables were the yardstick of effects of school boards' decision making procedures on managing students' discipline.

Studies existing on decision making on students' discipline have exposed a knowledge gap in dominant indiscipline behaviours which required school boards' intervention, communication methods used by school boards, rational decision making procedures which School Boards employed to manage students' discipline and the effect of the school boards' decisions on the school climate in government secondary schools in Tanzania (Bilinga, 2012; Chua, 2012; Killugwe & Machumu, 2013; Urio, 2012; and Yaghambe & Tshabangu, 2013). The studies have left a knowledge gap on effects of school boards' decision making procedures on managing students' discipline in government secondary schools in Tanzania. This justifies the need for the study hence a knowledge gap which this study sought to fill.

1.2   Statement of the Problem

From the foregoing, there are indications that students indiscipline in Tanzania is still on the rise which poses a major challenge to teaching and learning process (Killugwe & Machumu, 2013; Maeda, 2015; URT, 2015). It seems that School Boards in government secondary schools in Tanzania have failed to manage students' discipline in their respective schools. From 2009 to 2015, the number of indiscipline cases in government secondary schools increased from 36.2% to 76 % for the case of truancy and 1.4% to 8.1% for the case of pregnancy. In both cases, the drop outs had to be expelled from schools for such bad behaviours (URT, 2015). Correspondingly, violence and destructive incidences resulted from decision made by School Board also are reported, witnessed and experienced in various secondary schools in Tanzania. These incidences are threats to the future development of the respective schools in terms of socio-economic development and education development

generally (Bilinga, 2012; Killugwe and Machumu, 2013; Yaghambe & Tshabangu 2013). These observable facts of indiscipline in secondary schools pose a number of questions which require answers: To what extent are the indiscipline problems of this nature persistent in secondary schools? To what extent are School Boards' decisions making procedures in a manner consistent with the dictated regulations stipulated in Education Act No.25 of 1978 and its various amendments? To what extent are the School Boards' decisions enhancing students' discipline in secondary schools in Tanzania? Despite the above unanswered questions, studies on the effects of School Boards' decision making procedures on students discipline in schools are unpopular in Tanzania. Therefore, this justifies the need for this study.

1.3   The general Objective of This Study

The study aims at investigating the effects of School Boards' decision making on students' discipline in government secondary schools in Tanzania.

1.4   The Specific Objectives

The Specific Research Objectives were as follows:-

i)   To explore the dominant students' indiscipline behaviours which require school boards' intervention in government secondary schools.

ii)   To examine the effect of communication methods on managing students' discipline in government secondary schools.

iii)   To evaluate the extent to which School Boards' use of Education Regulations affect students' discipline in government secondary schools.

iv) To examine the consequence of school boards' decision making on managing students' discipline to the school climate in government secondary schools.

1.5   Research Questions

i) What are the dominant students' indiscipline behaviours in government secondary schools which required School Board intervention?

ii) What is the effect of communication methods on managing students' discipline in government secondary schools?

iii) What are the effects of Education Regulations on managing students' discipline in government Secondary Schools?

iv) To what extent does the School Board's decision making on managing students' discipline influence school climate in government Secondary Schools?

1.6   Significance of the Study

This study came at a time when the government of Tanzania is seeking out the way to enhance efficiency of decision making procedures in schools in order to redress students' indiscipline. Walking to finding a way for effective decision making procedures to benefit the secondary schools in creating an appropriate environment for teaching and learning, hence realization of educational goals. The study therefore, sought to contribute the following:-

1.6.1 Theoretical Contributions

Re-contextualization of an existing Rational decision making model. The applicability of rational decision making model formulated in developed countries to

studies in the context of a developing country like Tanzania has been questioned due to the differences that exist in social and legal framework of school settings. The successful contextualization of this model in this study may become a suitable reference for researchers, data analysts and students who are interested in effects of decision making procedures on students' discipline in other countries.

1.6.2 Methodological Contributions

The main methodological contribution of this study lies in the experience gained through the application of mixed methods and techniques applied for data collection analysis and integrating qualitative and quantitative approaches in the presentation of the study findings. This experience may be useful for other studies on the effects of school boards' decision making procedures in managing students' discipline in other countries.

1.6.3 Practical Contributions

Providing a new solution to a known problem and demonstrating the solution's efficacy. This study provides strong empirical evidence of the existence the loss of very important human capital i.e., female students on the way before completion of education cycle. Students' tendency to drop out of school cannot be a good thing for because it is has life-long negative effect on both the individuals' prosperity, in particular, and the national in general. The contribution of this study is to give some suggestions on how to re-admit into a school expelled girls students through special programmes (e.g., Complementary Secondary Education in Tanzania) to complete their studies to enable them to contribute in the country's social, economic, political

as well as other aspects of development for the benefits of individual families and the country at large.

1.6.4 Policy Making Contributions

From policy point of view, it is hoped that the findings of this study will justify the need for those responsible for appointing secondary school board members to prepare them by providing training on effective decision making procedures after their appointment to the respective positions. Again, the findings of this study suggest to policy makers at national level to come up with new policies for effective decision making procedures by school boards aimed at reducing students' indiscipline problems in Tanzania.

1.6.5 Managerial Implications

Tanzania's prosperity and development of education sector hinge on how well the educational practitioners on managing students' discipline matters in their institutions. This study is expected to contribute to the field of Educational Management in suggesting effective preventive measures for instilling discipline on students.

1.7 Delimitation of the Study

The study dealt with effects of decision making on managing students discipline in government secondary schools in Tanzania. This was informed by Simon (1993) argument that decision is rational when it is based on rationality of the process. It is assumed that decision makers are objective, have complete information and consider

all possible alternatives and their consequences before the optimal solution (Babyegeya, 2002; Teklemariam, 2009). The study was restricted to the effect of School Boards' decision making regarding students' discipline on government secondary schools and not the discipline of teachers. The private schools in the area were not included in the study because their management is different. Participants were teachers, Heads of Schools, parents and members of School Board from government secondary schools in selected study area. The researcher was of the opinion that his input would be more manageable in a focused way on few individual schools rather than the nationwide as they are all under the same Government. This was done in order to control other factors which were beyond the researcher's control and could have brought about imprecise results hence affecting the quality of the study. These elements include: teachers interactions with members of the society and teachers characteristics.

1.8 Limitation of the Study

The research had certain limitations. It was for that reason that the study was conducted in twenty sampled government secondary schools in the four regions of Shinyanga, Mwanza, Geita and Kagera. This was due to the time frame for the completion of this study. Therefore, the results may be relevant only to the sampled schools and area with similar situations. However, the findings are rich and may benefit most of secondary schools as the indiscipline problems are common in Tanzania. Furthermore, the participants were also busy with their own work such that at times it was difficult for them to respond to the invitation. Despite that case, more time was set aside to visit respondents at several times and finally this strategy

helped the researcher to collect the data required. Finally, the researcher carried out the study in Swahili as some participants were not conversant in English language. This situation caused a challenge to the researcher over translating the interviews into Swahili language. However, the researcher took time to transcribe the interviews as precisely as possible and cross-checked them with care to ensure that the information captured was translated correctly and that the translation modus operandi did not give rise to misrepresentation.

1.9   Operational Definition of Key Terms

1.9.1 Decision Making

Gupta (2004) explains that decision making is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. In this study decision making refers to the action taken by school boards from among various alternative which applicable laws provide such as dismissal of students from government secondary schools or giving warning to a student who committed a grave offence (e.g., wedlock, theft and pregnancy).

1.9.2 School Climate

According to Cohen (2006), school climate is the quality and character of school life, emerging from and based on patterns of people's experiences of school life reflecting norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Moreover, school climate is a group phenomenon, over one person's experience. School climate which can be properly called the character of the school refers to spheres of school life in things such as safety, relationships, teaching

and learning, the environment and larger organizational patterns (e.g., from fragmented to cohesive or "shared" vision, healthy or unhealthy, conscious or unrecognized). In addition, school climate includes norms, values, and expectations that support students' and teachers' feelings socially, emotionally, and physically. The major factor which affect school climate is the discipline of major actors in schools, i.e., students, parents and teachers (Greenberg et al., 2003). In this study, school climate refers to the feelings and perceptions, positive or negative, resulting from decisions made by school boards among school community members.

1.9.3 School Board

Refers to the government School Board established under section 39 of the Tanzania Education Act Na.25 of 1978 and its various amendments which is responsible for management, planning, finances and discipline in schools (URT, 2002). In this study School Boards refers to school boards in government secondary schools in Tanzania.

1.9.4 Rational Decision Making Process

Babyegeya (2002) perceived rational decision making as a process that begins with identification and definition of the problem, developing alternative solution, evaluating alternative solution, identification of risk conditions, selection of alternative decision, implementation of decision and making evaluation and control. In this study, the rational decision making process refers to the ability of School Boards in government secondary schools to make decisions on students discipline in a manner consistent with the dictates of the Education Regulations of 2002.

1.10 Organization of the Thesis

The study is organized into six chapters. Chapter one is the introductory part that describes the background to the study. This is followed by Chapter two which is about reviewing the related literature and theoretical foundation. Chapter three deals with research methodology employed in conducting the research, indicating the research procedures and techniques applied in the collection of data from respondents. It also includes the research instruments used to collect data. Chapter four focused on the data presentation of research findings. Chapter five presented the discussion of the research findings under each objective. Chapter six provided study summary, conclusion and recommendations. The next chapter deals with the review of literature that underpins the study.

CHAPTER TWO

2.0 REVIEW OF LITERATURE

2.1   Introduction

This chapter reviews the theoretical and empirical literature related to decision making process and school discipline. The chapter is organized into three sections. The first section presents the concepts such as discipline and decision making process. It also comprised of theoretical foundation associated with decision making process such as Classical Rational decision making. The second section deals with empirical literatures regarding the effects of School Board' decision making on managing students' discipline in schools under the following: dominant students' indiscipline behaviour which required the intervention of the School Boards; communication methods between School Boards and parents; decision making procedures which School Boards employ to manage the students' discipline in a manner consistent with dictates of the regulations and outcome of the School Boards decisions to the school climate. The third section presents the research gaps on decision making procedures in managing students' discipline.

2.2   Decision Making Process

Decision making process is defined as a sequential process that culminates in a single decision or series of choices that stimulate moves or actions (Babyegeya, 2002; Okumbe, 2004; Teklemariam 2009). Armstrong (2005) supports the view that decision making processes are interrelated and are normally arranged rather than not planned. The steps involved are: formulation of goals, evaluation of the decision

situation, analysis of alternatives, selection of alternatives, implementation of the decision and evaluation of the implementation and follow up. Therefore, the definition used in this study is that decision-making entails choosing among of alternatives courses of action with the aid of a logical and well thought-out set of criteria.

2.3   The Students' Discipline

The term discipline is derived from the Latin word *disciplina*, which means instruction (Alderman, 2001). To Randall (2005) discipline has different interpretations. Some people feel that it means keeping order in a group, while others are of the opinion that it may mean the technique of maintaining order. Teklemariam (2009) gives four approaches to defining discipline. Firstly, it is commonly restricted to situations in which a superior imposes punishment on handling behaviour. Secondly, it emphasizes the rehabilitation of the offender through a disciplinary process. Thirdly, it focuses on the preventive measures, where the emotional and positive climate would be encouraged for the offenders to have positive attitudes and feelings. Finally, it is a process that will enable the offenders to realize the wisdom in accepting the rules of the authority. According to Simatwa (2012), discipline implies self-restraint in individuals for the welfare of the society at all. Therefore, this study adopts the definition by Simatwa which perceives the discipline as the practice of training students to obey school rules or code of behaviour, using punishment to correct disobedient students.

2.4 Theoretical Framework

This study was informed by the rational or classical decision making theory. The rational or classical decision making model as developed by Herbert Simon (1993), provides a systematic framework of knowledge for analyzing a problem and making a decision. Rational decision making theory attempts to describe, explain and predict an organization or decision maker being objective, having absolute information and with consideration of all likely alternatives and their consequences prior to selecting the optimal solution (Huczynski & Buchanan, 2001; Teklemariam, 2009). This theory underlines the emphasis that organizations are the reflection of this decision making process, a kind of institutionalized brain which helps to solve problems.

The rational decision making model seeks to explain the systematic way of analyzing a problem and making a decision. This theory puts the emphasis on rationality of the process in order to select the best suitable alternative in decision making and problem solving. The theory has in this case been outlined in eight steps. These include: the problem identification which encompasses assessing the decision environment, the definition of the decision problem, specifying decision objectives and diagnosing the problem. Furthermore, are steps like developing alternative solutions, evaluating alternatives, choosing the best alternative and implementing the best-chosen alternative.

It may be argued that to make a completely rational decision by administrators is impossible. Therefore, the administrators seek to become satisfied because they have neither the ability nor the information process capacity to maximize the decision

making process. For instance, the theory assumes that the decision maker has a clear goal for the organization (Rice & Schneider, 1994). In addition, the theory anticipates the availability of both complete information and the assumed cognitive ability of the decision-maker to always correctly analyze a problem. In many circumstances, these assumptions are unrealistic. However, studies on the effects of rational theory to decision making have shown the theory to be applicable to public organizations as well as educational institutions in making fair decisions (Cooper & Nelson, 2007).

Teklemariam (2009) states that Simons's theory of rational decision making is related to fair and effective communication which are both directly connected to observance of disciplinary education regulations. Again, the reason why rational decision making theory is useful in the decision making procedures is that it provides analytical purposes and conformity with the rules of deductive logic. The rational decision model is also important here because it provides a standard against which the decision making process can be judged. Amundson, Ficklen, Maatsch, Saks, and Zakariya (1996) aver that when the School Board sits as a group and follows the above identified steps, it is in an optimum position to make a decision that is in the best interest of the community.

A rational theory of decision making is generally perceived as a process incorporating the concepts of rationality behavior and rational decisions within the entire process undertaken by administrator in order to achieve the desired ends (Babyegeya, 2002; Teklemariam, 2009).

Criticism connected with rational theory of decision making is that members of the school board of the time engage in long process in testing which alternative is suitable instead of taking decisions without delay.

The theory is applicable in a school set up as the school board charged with the responsibility of decision making on serious students' indiscipline through a series of rational alternative. The Simon's work was designed to maximize rationality. Boards are regarded as instruments designed to attain specified goals through decision making series of actions in such ways that they lead to managing students discipline with maximum stringent process (Daft, 2008 & Dessler, 2009).

This means that if the school board as decision making machinery is to be effective on managing students' discipline, it must follow rational process as dictated by the Education Act No.25 of 1978 and its various amendments. Some of these stringent process may include suspension a student for a period not exceeding twenty one days, undertaking investigation, gathering investigations, inform the parent, School Management convene a meeting and recommend possible action and school board has to conduct hearing of two parties to get credible evidence. Finally all evidences presented by School Head to school board should be scrutinized prior to accepting or rejecting the recommendations made by management. Furthermore, in this study, rational theory addresses variables related to identification of students' problem behaviours and stringent decision making process.

However, parents and students who have been suspended or expelled on discipline grounds may perceive that decisions either positively or negatively. This means that

decisions by school boards influences the school climate. This depends on nature of student indiscipline act, communication methods used to disseminate information to parents and adhering to Education Regulations that govern disciplinary procedures hence the suitability of the theory in the study.

2.5   Empirical Literature

This subsection presented and discussed the relationship between the problem and the previous research studies in order to identify the knowledge gap. The focus was on students' indiscipline behaviours, communication process, decision procedures and the effects of decisions made by school boards to the school climate.

2.5.1 Dominant Students' Indiscipline Cases and School Board Intervention

Gulap, Safdar, Habiab and Abdulah (2006) conducted a study in relation to serious prevalent indiscipline cases in schools in Pakistan. The study revealed that 74% of the respondents indicated that most of the students' indiscipline acts prevalent in secondary schools were bullying and drug abuse. Matsoga (2008) also concurs with Gulap et al. that there were a wide spread violence and misbehaviour that existed in many secondary schools in Botswana. The study observed that various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. This is also consistent with Ngwokabuenui (2015) who argued that lack of discipline in public secondary schools in Cameroon had been identified as the most serious problem facing the nation's educational system. The students' indiscipline presents themselves in form of

disobedience of teachers and school prefects, collective misconduct of students and unacceptable behaviour which results into school climate disruptions.

The causes of indiscipline in primary schools were investigated in Igbuduya District in Ahoada West Local Government Area of Rivers State by Ali (2012). The study found out that dominant misbehaviours prevailing in school were bullying and drug abuse. The study concluded that much as the school, the highest influence on causes of indiscipline behaviour was the community followed by mass media, family while peer group was the least influence. It was recommended among others that seminars, lectures, and workshop should be organized to sensitize schools' authorities against indiscipline behaviour and that parents are required to monitor the type of films their children watch and are advised to settle their marital differences amicably without resorting to divorce in the interest of their children because their differences affected their children in terms of poor attendance in school and early marriages. Again the study recommended re-introduction of moral instruction in primary schools. Tshabangu (2008) carried out the study on education and violence particularly with the focus on the schools' micro-politics and the macro-politics in Zimbabwe and found out that substance and truancy were the highest discipline problems among secondary students. Masitsa (2008) also conducted a study in South Africa to review serious students' indiscipline behaviors in secondary schools. The study indicated that seventy-six percent of the surveys were of the opinion that serious students' indiscipline manifested in forms of vandalism, bullying, teasing other learners, alcohol and substance abuse and disrespecting teachers.

Kaaya, Flisher, Mbwambo, Schaalma, and Klempp (2008) conducted a study on the sexual behaviour of school students in Sub-Saharan Africa, Tanzania inclusive. The study discovered that sexual and drug abuses were serious forms of indiscipline behaviour that prevailed in schools. As with other studies focusing on prevalent indiscipline acts, Mjema (2013) conducted a study on the causes and management of students' unrest at the University of Arusha in Tanzania. The study revealed that most prevalent indiscipline in some schools included stopping classrooms attendance which was demonstrated among the students as a way of demanding their rights. For example, the delay of meals and accommodation allowances from HESLB. Muneja (2013) also conducted a study in Adventist secondary schools in Tanzania and identified various forms of indiscipline among the secondary school students such as, coming late in class, fighting, using mobile phones and many other antisocial vices. Vumilia and Semali (2016) have further conducted a study on challenges facing teachers' attempts to enhance learners' discipline in Tanzania's secondary schools. They discovered that disruptive behaviour were protests, demonstrations and strikes.

Yaghambe and Tshabangu (2013), in a study on the disciplinary networks in secondary Schools in Tanzania, observed that the most common behavioral problems among students include truancy, lack of punctuality, abusive language, theft, improper school uniforms, and disobedience to teachers among others.

Studies done by researchers in this area concentrated on various indiscipline acts prevalent in educational institutions without looking at what were students' indiscipline acts in secondary schools which required the intervention of the School Board, the gap remained undiscovered and raised a big concern. There was a need to

establish the dominant students' indiscipline behaviour which required the intervention of the School Board in government secondary schools in Lake Victoria Zone in Tanzania. The current study attempted to fill the gap in the literature by adopting a mixed methods approach and conducting the study in Tanzania.

2.5.2 Communication Methods and Students' Discipline

Organizational decision making is based on communication. According to Teklemariam (2009), communication is an essential process in the development of a group behavior. The type of communication structure determines leadership, roles and the status hierarchy within the group; group morale and cohesiveness; and it limits or enhances relationships among the group. Communication is the tool to facilitate decision making in any organization, school being inclusive. Studies have indicated that school change is impossible without strong leaders collaborating and communicating the guiding beliefs and goals for their schools (Bennis &Nanus, 2003, Daft & Marcic, 2008, Harris, 2007, McEwan, 2003). Anderson (2006) concurred that communication can help shape the culture of the school and communication structures define the culture of the school through the interpretation of goals, values, standards, and beliefs. Fullan (2010) pointed out that the development and communication of a vision relative to goals and change processes can benefit the whole child. Similar to Kittisarn (2003), he argued that School Boards should design a mechanism which facilitates dissemination of the information which is related to students discipline to all school stakeholders.

Therefore, one of the most critical requirements of the leader in the school is to convey timely and thoughtful communication to students, teachers, support staff, parents, and community. Communication has appeared consistently in discussions of effective school leadership. Bennis and Nanus (2003) again emphasize that leadership is all about communicating and effective principals regularly utilizing communication skills in soliciting beliefs and ideas, advocating positions, and persuading others. Also, researchers pointed out that, highly effective principals communicate a genuine interest in others and demonstrate their human side with the capacity to listen, empathize, interact, and connect with students, teachers, and parents (McEwan, 2003; Soneson, 2005). Maeda (2015) suggested that in any institution, positive communication with the stakeholders is healthy and essential so that different stakeholders can work together as a team towards the attainment of the organization's aims and objectives.

Helene (2008) carried out a study on the interplay between organizational structure and culture and principals' communication with their teachers in a Swedish school setting and observed that communication about issues connected to teaching and learning, student outcomes and school improvement were in focus. The study also showed that most communication in schools was related to everyday activities and individual students. Teachers stated that their communication with their principals was uncomplicated and straightforward. According to Moore (2015) on the study about identification, effective communication practices for eliciting parental involvement at Two K-8 Schools in Spain discovered that fifty-six percent of the parents revealed that emails and letters from the school motivated their participation.

In the same study, twenty-five percent of the parents said that phone calls from the school discouraged them from engaging in school events because the communications were not received in a timely manner. The study also focused on parents' preferred approach to school communication. Marchant, Paulson and Rothlisberg in Moore (2015) established that school communication should be structured around the needs of parents. Parents indicated that electronic communication from the schools would generate more involvement from them. The same study found that the greater percentage of parents, represented by 38% and 31% respectively, preferred the use of electronic sources and combined methods individually.

Again, Ramirez cited in Moore (2015) argued that parents were highly comfortable with modern communication and would, therefore, benefit from analogous forms of school communication that impersonate those of their everyday world. Parents responded that the personal dialogue with the staff was the least preferred method of school communication. The normal socioeconomic activities of parents made it difficult to schedule times that they could meet with school personnel. This finding should motivate schools to place more emphasis on electronic communication. However, the findings showed that very few parents stated that letters or emails were the least effective mode of communication. Emails from school were not effective because at least these two parents had no internet services.

Germaine (2015) who carried out a study on effective and efficient parent-teachers communication in the USA concurs with Moore by establishing that majority of

parents preferred email and text messages programmes to be the most effective and efficient communication in schools. Kindiki (2009) carried out a study on the effectiveness of communication on students discipline in secondary schools in Kenya. The study advised for use of students meetings and assemblies as main means of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school. This implies that during the meeting, the school administrators had close contact with the individual students hence this would enable relationship that would help them to trust and open up to issues that were of concern to them. In addition, Kihonge, Kopoka and Gunda (2015) during their study on the role of e-Government in the delivery of public services in Tanzania Electric Supply Company (TANESCO) in Ruvuma Region, Tanzania established that digital technology fastens decision making in public organizations. However, these researchers did not say anything on the practices that the School Board uses to communicate with the parents on issues related to students discipline and thus a need for this study.

2.5.3 Education Regulations and Students' Discipline

The decision making process has been defined by different scholars. It simply refers to the procedures employed in arriving at the solution of the problem. The process of making decisions involves a cycle of events that includes identification and systematic analysis of the problem, development of a plan that will solve the problem, implementation of the plan, and the evaluation of its success. According to Gupta (2004) the decision making process involves a careful identification and definition of the problem and deeper understanding of the organization and its

surroundings. Babyegeya (2002) suggests that in order to arrive at a decision, a manager will have gone through a series of systematically related steps including determining the problem, generating alternative solutions, analyzing the possible outcomes of each alternative and selecting an alternative for subsequent implementation. Okumbe (2004) states that an analysis of the way decisions are made in organizations results in the following sequence: Definition of the problem for an issue, the collection of relevant data, and development of alternative solutions, implementation of solution and measurement of results. Oduro (2007) carried out a study on the decision making processes with regard to discipline in senior secondary schools in North District, Ghana. The research revealed that heads of schools were following the steps in the decision making processes on acts of student indiscipline in the schools. The steps included identification of the problem up to the evaluation of the decisions made. Soneson (2005) also concurs with Oduro on his study of the role of educators in the management of discipline in educational institutions when established that certain types of decision problems required particular approaches to decision making. For instance, structured problems are typically well suited to the application of a structured decision process. According to a survey conducted by Hunt (2004) in Teachers Colleges in South Africa, it was discovered that there has been an aspect of minimal involvement of student, teachers and parents in decision making process. Mati, Gatumu and Chandi (2016) also concurred with Hunt (2004) who noted that when students involved in the decision making process, they considered themselves to be part and parcel of decision making organ. However Jeruto and Kiprop (2011), on the extent of students' involvement in decision making in Secondary Schools in Kenya, report that students were not involved in disciplining

errant fellow students. Nakpodia (2010) concurs with the opinion of Jeruto and Kiprop (2011), and argues that, students participation in the decision making process in schools in Nigeria is often viewed as problematic to school administrators, parents and society at large. This idea was also accorded with Olorunsola and Olayami (2011), who argued that involvement of teachers in decision making process in Nigeria was significant for school development. According to the study carried out by Nguni's (2005), in primary and secondary schools in Tanzania, it was discovered that School Boards demanded the authority supportive inputs from higher authorities in assuming the responsibilities of decision making. However, the question is how the current decision making procedures followed by School Boards affect students' discipline in secondary schools in Tanzania. A significant analysis of the previous studies did not give a lucid answer. A lot as the researchers had studied the way how decision making processes have been and have left a gap remained undiscovered on how the stringent decision making procedures affect students' discipline. This study therefore investigates the relationship between the school boards' rational decision making procedures and students' discipline.

2.5.4 Effect of Decision on Students' Discipline to School Climate

According to Chaudhary (2011), the school climate is the taken as general feelings of students and teachers and parents concerning the school environments over a period of time. These feelings have to do with how comfortable each individual feels, how they feel their learning or teaching is supported, and how safe they feel in the school. School climate is norms, values, and expectations that support people feeling

socially, emotionally and physically safe (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013).

In addition, Chaudhary argues that school climate is a reflection of the school environment. School climate has long been an interest to researchers because of its importance in school. Pemberton (2008) uses the analogy: "Personality is to the individual while 'climate' is to the 'organization'. Pemberton explains the four variables that appear to be tied to the total environmental quality (ecology, milieu, social system, and culture). Building characteristics and school size are the main focuses in the ecology variable. Building characteristics include the age, characteristics, and size of the building, as well as class size. Pemberton explains milieu as the characteristics of persons or groups within the school environment. Several factors of this variable affect the school environment. For example, it is suggested that teacher stability (teacher characteristics) is important. Accordingly the author reports that, teacher's attitudes toward work (teacher's morale) correlate with school environment. There are several factors in the social system variable that affect the school environments, such as shared teacher decision-making, good communication, and teacher-student relationships.

Hoy, Tarter and Bliss (2004) point out that the school climate has a profound effect on student behaviours. A positive school climate impacts students in positive ways while a negative climate impacts students in negative ways of behaving. Hoffman, Hutchinson and Reiss (2009) identify fifteen key components of a healthy, supportive school climate. Several items overlap with Chaudhary's variables that

affect school environment: achievement, motivation, collaborative decision making, equity and fairness, general school climate, order and discipline, parent involvement, school-community relations, staff dedication to student learning, staff expectations, leadership, school building, sharing of resources, caring and sensitivity, student interpersonal relations, and student-teacher relations. Hoffman et al. (2009) also argue that it is likely students, teachers and parents observation on school climate reflect informal aspects of school life (peer attitudes toward school, relationships with teachers) and formal ones (policies for enforcing discipline). In summary, school climate represents the way in which teachers, parents and students perceive the school. From a practical point of view, the climate is usually assessed by measuring school community perceptions of specific aspects or dimensions of the school including perceived autonomy, warmth and support, openness, cooperation, collaboration, decision making, aggressiveness, and competitiveness.

Brown and Medway (2007) conducted a National Education longitudinal study on the link between the decision making process and its effect on parents involvements in school activities in South Carolina's high schools in the USA. The study was on decision making and parents' involvements. McCathern (2004) shared the same opinion with Brown and Medway where it was argued that the decision making process affects either positively or negatively parent participation in school development issues. Mistry (2003) conducted a study on the effect of organizational climate and students' ideology in India and discovered the influence of school decision on students' discipline as well as parents' participation in school social affairs. Dixon (2008) also concurs with Mistry and argues that when schools make

efforts in involving parents from diverse backgrounds, they create a relationship that in the end will be effective for the child, parent, and the school. Aima (1999) also agreed with this idea and contends that uncovering of students to better educational climate be likely to promote their creative potentials. However, these researchers did not say anything about the effects of decisions by school board to the school climate and thus, this study attempted to bridge this gap by examining the effects of decisions made by School Boards in managing students' discipline in government secondary schools in Tanzania.

2.6 Research Gap

Studies reviewed have focused on different aspects of decision making procedures. For example, a study by Gulap, Safdar, Habiab and Abdulah (2006) did not focus their attention on the effects of school boards' decision making on students' indiscipline acts in secondary schools which required the intervention of the School Board. Furthermore, in Marchant et al. (2001) as cited in Moore (2015), the study findings indicated that parents were highly comfortable with modern communication. However, this study did not tell what the methods were and whether the communication was on issues related to students' discipline.

Studies by Soneson (2005) and Oduro (2007) have put more emphasis on the role of educators in the management of discipline in educational institutions. These reviewed works of literature showed that none of existing studies has been conducted using a mixed method which means integrating quantitative and qualitative approaches based on rational decision model formulated by Simon (1993). Another

important issue like effect of decision made by school board on school climate is not covered. Mistry (2003) and Dixon (2008) for example, merely focused on the effect of organizational climate and student discipline. Brown and Medway (2007) and Mc Cathern (2004) also conducted a study on the link between the decision making process and its effect on parents involvements in school activities. However, from these works of literature, no testimony of existing studies has employed mixed method. This study attempted to bridge this gap by examining the consequences of decisions made by School Boards on managing students discipline to the school climate in government secondary schools in Tanzania.

2.7   Conceptual Framework

According to Glatthorn (1998), conceptual framework is defined as research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and communicate it graphically. When clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It explains graphically the main dimensions to be studied and the presumed relationship among the components.

In this study, a conceptual framework (Fig 2.1) shows the relationship among the variables in this study.
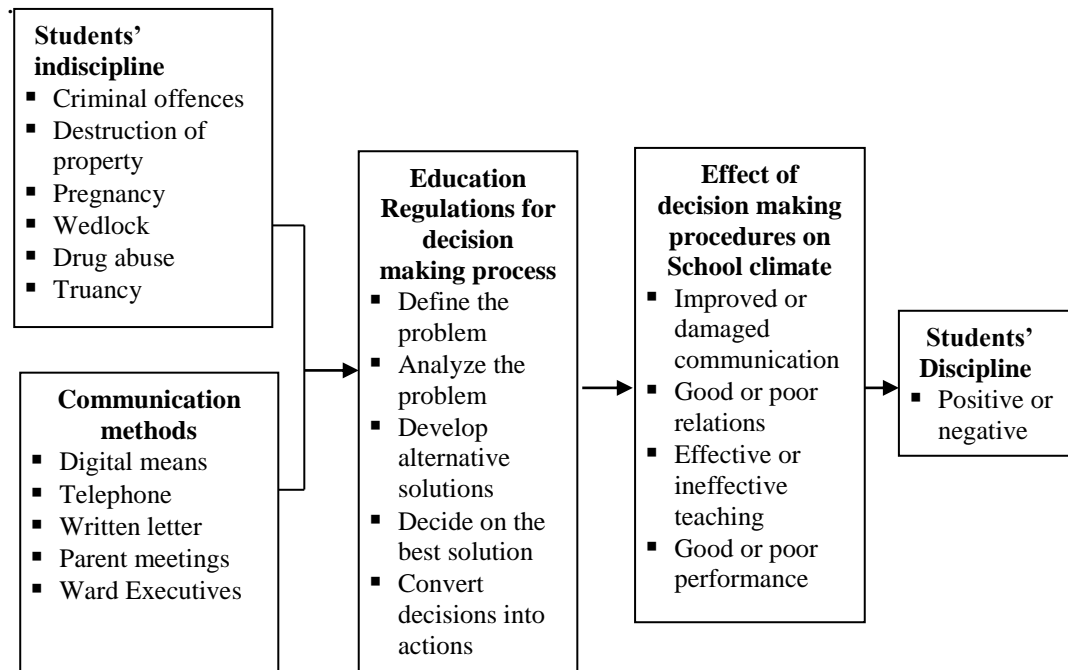
Figure 2.1: Decision Making Procedures and Students' Discipline

Figure 2.1 of this conceptual framework was guided by the rational decision making theory, which holds that human problem can and should be resolved in a rational and scientific manner, by gathering all of the information that can be found in the problem, followed by processing them, and obtaining, by applying the most efficient alternative. From the conceptual framework, it can be seen that serious students' indiscipline behaviour demonstrated which required School Board intervention, communication methods employed and decision making procedures. School Board decision making process on students' indiscipline plays a most important part in shaping of the school climate either positively or negatively. The school climate in turn determines students' behaviours and attitudes. When the School Board follows stringent procedures in decision making on students' discipline, it is likely, in turn, to

lead to positive school climate in schools. However, the opposite is true if decisions making procedure by school board is irrational.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the research methodology that was used in carrying out a research study. This includes the nature of and rationale for chosen research philosophical paradigm, approaches, and design employed as well as instruments for data collection, study area, target population, the sample, sampling procedures, and data analysis plan. The chapter also discusses how the validity and reliability of the data collections instruments were tested in order to ensure the quality of the instruments. Moreover, data analysis techniques, the procedure for administration of research instrument have been discussed in this chapter. Finally, the researcher highlighted some issues regarding ethical considerations.

3.2 Research Paradigms

The study deployed pragmatic research philosophical paradigm. Pragmatists assume that multiple realities exist in any given proviso, and that, the researcher's choice of research philosophy depends on the research question the study is trying to solve (Saunders, Lewis & Thornhill, 2009). Tashakkori and Teddie (2009) conjecture that pragmatism attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of both qualitative and quantitative research). Furthermore, a pragmatic approach is better processing for answering "what", "why" and "how" research questions. Pragmatists seek to assist human problem-solving. Pragmatists aim to facilitate human problem-solving (Johnson &

Onwuegbuzie, 2008). This is further clarified by Creswell that pragmatic research position appears to be the most well-known paradigm with a strong philosophical relationship for a mixed methods approach.

This study attempted to investigate the effects of the School Boards' decision making on managing students' discipline in secondary schools through description and explanation of those issues that had previously left the students' discipline not managed properly. Again, the rationale for this option was that, it provided an opportunity to the researcher for the use of mixed methods in collection, analysis and presentation of quantitative and qualitative data in the pursuit of research objectives of this study. Furthermore, this gain was predicted on reasons that other philosophical prepositions were not properly to address the effects of the School Boards' decision making on managing students' discipline in secondary schools in Lake Victoria Zone.

3.3   Research Approach

This study assumed mixed method approach. Saunders, Lewis and Thornhill (2009) advocate the dynamic view of the methods for collecting the data extending outside the traditional positivistic and interpretative models. Mixed method approaches enabled the researcher to achieve trustworthiness of a research study by enabling triangulation; synthesizing qualitative and quantitative research and providing multiple viewpoints and perspectives of the phenomenon being studied (Bryman, 2004).

Christensen and Johnson (2008) argue that triangulation has four different strategies: the use of multiple and different sources (data triangulation); methodological triangulation (use of different data collection techniques); investigators; and theories.

In an attempt to investigate the effects of decisions which have been made by School Board on managing students' discipline secondary schools in Tanzania, this study adopted a mixed methods approach. The strength behind the choice is that it integrates qualitative and quantitative techniques of data collection analysis and reporting comprehensive views of respondents. In addition to that, it would provide better understanding of the research problem than the use of either one method alone in the study of the effects of school boards decision making on managing students discipline in secondary schools (Johnson & Christensen, 2008). For instance, the quantitative aspects included the number of frequencies of dominant students' indiscipline behaviour which required the intervention of the School Board. The approach was employed to address the numerical data collected by means of questionnaires. The numerical data collected required descriptive statistical analysis techniques.

Furthermore, this has been done for the purposes of wideness and deepness of understanding and corroboration which offered the best opportunities for answering four research questions of this study (Caruth, 2013; Creswell, 2009; Hoshmand, 2003; Onwuegbuzie & Teddlie, 2003).

Again, this study combined qualitative-quantitative techniques in the presentation of the study findings related to effect of School Boards' in managing students'

discipline in government secondary schools in Tanzania (Creswell, 2009; Morgan, 2007 & Saunders et al., 2009). In addition, mixed method techniques provided for the adoption of triangulation or cross-validation for the data collection instruments such as questionnaires, interviews and documentary reviews techniques which opened the opportunity to capture objectivity and subjectivity experiences of individual teachers, parents, members of the school board in decision making in managing students' discipline in all studied government secondary schools.

3.4   Research Design

The selection of a research design is guided by philosophical assumptions, the research topic, research questions, and the amount of existing knowledge, time and other constraints. This study is descriptive in nature as it aims to answer questions like *"What is" or "What was"* (Bickman & Rog, 2008). Again, in descriptive study the researcher does not attempt to manipulate or exert control over the phenomenon being studied, rather observes and measures and describes it as it occurs. Descriptive studies can involve a one-time interaction with groups of people (cross sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information (Mugenda & Mugenda, 2003).

The researcher does not seek to examine a causal relationship between variables; as a result, there are no independent or dependent variables in a descriptive study (Weisberg, Krosnick & Bowen, 1996). Thus in an attempt to investigate what are the effects of School Boards' decision making on managing students' discipline in

government secondary schools in Tanzania, this study described the actual situation through information available from different primary and secondary data sources (i.e., teachers, members of the boards, parents and various documents). This required a big sample and intensive exploration of knowledge from respondents in order to generalize them to other population.

In order to achieve objectives of this study, a cross-sectional survey design was adopted. Cross-sectional experimental design is one that involves taking a snapshot of information at a given point in time (Kasomo, 2007). This is related to deductive approach, is used to answer questions like 'who, what, where, how many, how much', and is used for descriptive research (Mugenda & Mugenda, 2003).

In first place, the choice of cross-sectional survey design was appropriate since it used to collect extensive quantitative or qualitative data from group of teachers and members of school board fairly at one point in time. Again it helped to describe the nature of school boards decision making on managing students' discipline in secondary schools and again it was very economical (Amin, 2005; Best & Kahn, 1989, Borg & Gall, 1989; Brewer & Hunter, 2006). Again, the data collection methods in a cross-sectional survey were not limited to questionnaires alone; it also included semi-structured interviews and observation techniques (Saunders, Lewis and Thornhill, 2009).

Furthermore, the researcher could be able to get first-hand data from a cross section sampled population and then results generalized to stand for the entire population of this study (Amin, 2005; Kasomo, 2007; Mugenda & Mugenda, 2003).

In addition, in the field of education research, cross-sectional survey has been widely used (Ojedapo, & Olugbade, 2011; Collins, 2012;O'Sullivan, 2013) regarded suitable and reliable to study various issues related to decision making and management of students issues discipline inclusive. Dachi, Alphonce, Kahangwa, Boniface and Moshi (2010) applied the cross-sectional research design to analyze factors influencing leadership and management of change for quality improvement in selected primary schools in Tanzania. With cross-sectional survey, the studies compared researchers from different areas, such as USA, Nigeria and Tanzania. With the dependent variable as discipline of their study, the independent variables included principals' alternative disciplinary methods, School management decision making and elementary teachers' decisions.

In addition, Collins (2012) explored whether years of teaching experience impacted teachers' willingness (independent variables) had an impact on the (dependent variable) to participation in certain types of decisions. The studies also assumed cross-sectional survey design in their study and reported that there is a relationship between a teacher's years of experience and the types of decisions he/she desires to participate in making.

All these studies showed that cross-sectional survey design is effective to explore various issues in including management of students' discipline. Consequently, in this thesis, a descriptive cross-sectional survey design was applied to examine the effects of school board decision making on managing students discipline in Lake Zone Victoria in Tanzania.

3.5 Area of the Study

This study was conducted in Lake Victoria Zone of Tanzania. Lake Victoria Zone has six Regions with twenty-five Local Government Authorities (LGAs). The Regions are Kagera, Geita, Mara, Mwanza, Simiyu and Shinyanga. The area has been randomly chosen based on the fact that school boards decision making procedures on students discipline as well as educational administration and management systems and services are almost similar like in any other Local Government Authorities in the country. Therefore, the findings gained in schools around the Lake Victoria would represent practices of other regions as they are all under the same Government. Along with that, there were no existing records indicating whether a similar study was ever conducted in these LGAs. Again Schools in Lake Victoria Zone were highly accessible considering the issue of time and costs.

3.6 Target Population

The target population is defined as the population for whom the findings will be generalized or for which information is desired (Nalaila & Msabila, 2013). The population of this study comprised of 104 government secondary school, 701 members of School Boards, 104 Heads of government secondary schools, 2,163 secondary school teachers and 701 parents from 6 Regions, and 25 Local Government Authorities (LGAs) in Lake Victoria Zone.

3.7 Sample and Sampling Procedures

In a research, a sample refers to any group on which information is obtained (Frankel & Wallen, 2000). Sampling refers to the process of selecting a sample from the

defined population with the intention that the sample accurately represents that population (Christensen & Johnson, 2008). Alreck and Settle (2004) argued that researchers select the sample for research because in most cases it is not possible to study the whole population. This reason applied to this study as it could not be possible due to the factors such as time and costs to reach the entire population. However, the researcher took precaution through techniques which were employed in sampling procedures to ensure that the sample selected represented the whole population. In this study, the basic unit of analysis was a government secondary school.

3.7.1 Local Government Authorities Selection Procedures

Simple random technique was employed to select one LGA from each region of Geita, Kagera, Mwanza and Shinyanga Regions. These regions were selected because all LGAs in Lake Victoria Zone were having equal chances of being selected. Therefore, this enabled the researcher to get (n=4) Local Government Authorities namely Chato District Council from Geita Region, Bukoba District Council from Kagera Region and Mwanza City Council from Mwanza Region and Shinyanga Municipal Council in Shinyanga Region. The selection of four LGAs from twenty-five was based on the facts that all LGAs are geographically, administratively and economically almost the same. All are located around Lake Victoria. Furthermore, the rationale for selecting LGAs based on the ground that Local government authorities together with School Board have the prominent role and have been empowered to foster and maintain students' discipline in their area of jurisdiction.

3.7.2 Schools Selection Procedures

The study involved a total of 20 government secondary schools from Kagera, Geita, Shinyanga and Mwanza Regions. The researcher employed a simple random technique to select 6 schools from Bukoba District, 5 schools from Chato District Councils, 6 schools from Mwanza City Council and 3 schools from Shinyanga District Council. The selection based on proportional consideration of a number of schools as per LGA. The numbers were assigned to a list of schools. These numbers on pieces of papers were put in a container and stirred then the researcher picked the required sample randomly (Amin, 2005). Therefore, this enabled the researcher to get (n=20) government secondary schools.

3.7.3 Teacher Selection Procedures

The researcher used a purposive sampling technique in this area. This sampling strategy allowed the researcher deliberately to select six teachers from Discipline Committee from each school who made a total of (n=120) teachers from the target population. It was the researcher's view that the selection of teachers' to participate in this study was very vital based on facts that they were discipline committee members of School Management Team (SMT). Furthermore, these teachers had adequate information and experiences on students' indiscipline since they interact with students on the daily basis and they perhaps have first-hand information on decision making in managing students' discipline in government secondary schools in Tanzania. Thus, that information illuminated the phenomenon under the study (Kasomo, 2007).

3.7.4 School Heads Selection Procedures

Heads of Government Secondary schools were purposively selected and took part in this study considering their status as secretary of School Boards and ex officio who, organized and coordinated all the activities and meetings that have been taking place in the school (URT, 2002). In this connection, School Heads have records of students' indiscipline and were in better position to explain decision making procedures. Therefore, 20 School Heads of sampled government secondary schools participated in this study.

3.7.5 School Board Chairpersons Selection Procedures

The researcher purposively selected only one School Board chairperson from sampled government secondary schools who made a total of (n=20) from target population. This means that one school chairperson was selected for each sampled school because they have the required information in relations to the objectives of the study.

3.7.6 Members of School Boards Selection Procedures

The researcher used a simple random technique to select four members of School Board from each school which made a total of (n=80) from target population who participated in this study. The sample was obtained from the list of members available at the school level. As far as the technique is concerned, the sample of members of the school boards was obtained through lottery method and with a table random numbers. These numbers were assigned to a list member of school board at

school level. These numbers on pieces of papers were put in a container and stirred then the researcher picked the required sample randomly.

3.7.7 Parents Selection Procedures

The researcher employed a snowball sampling technique. This is non-probability sampling technique where respondents are selected because of having similar characteristics, availability and readiness to provide the data (Mugenda & Mugenda, 2003). In determining the exact sample number of interviewees, Snowball sampling method has been supported by Van Meter (2003) when argues that the rule of this sampling method includes the recognition, done by the researcher, based on specific reasoning, of a number of participants to be interrogated, and which in their turn, shall recommend other participants which will make the sample of the study.

Therefore, in this study, the researcher used snowball sampling technique to arrive at sixty-two (n=62) parents. The researcher started the ball rolling exercise with only few parents at first sampled school who furthermore became multiplier. Again, the researcher asked for further parents to join the sample and ended with interviewed an appropriate saturated number of parents who their children affected with School boards decisions.

Generally, to have scientific determination of sample size the sample size was determined using Sloven's formula of determining the sample (n) for finite populations. Sloven's formula was formulated by John Benjamin Slovin in 1960 (Moore, 2010). Sloven formula for sampling has been supported by Pogoso and

Montana (1997) who argue that it is applicable when confidence level is 95% with margin error of 0.05. Therefore based on this assumption this study found it appropriate to employ Sloven formula for sample size determination since it met the criteria.

$$n = \frac{N}{1 + Ne^2}$$

Where; N= Total population,

      n =sample size,

      e = margin error of 0.05) and

      1=constant

$$n = \frac{N}{1 + N\,(0.05)^2}$$

The findings were therefore as follows;

$$n = \frac{3623}{1 + 3623\,(0.05)^2}$$

$$n = \frac{3623}{1 + 3623\,(0.0025)}$$

$$n = \frac{3623}{1 + 9.0575}$$

$$n = \frac{3623}{10.0575}$$

$$n = 360.229$$

The researcher rounded the answer to whole numbers of 360 because there cannot be

a sample fraction of a person or thing.

Table 3.1: Sampling Frame

Category	Target Population	Sample	Actual Sample
Regions	6	4	4 (100%)
Local Government Authorities (LGAs)	25	4	4 (100%)
Schools	104	20	20 (100%)
Teachers	2,163	120	105 (88%)
Heads of Schools	104	20	20 (100%)
Chairperson of School Boards	104	20	20 (100%)
Parents	416	100	62 (62%)
Members of the School Boards	701	80	78 (98%)
Total	**3,623**	**368**	**313 (85%)**

Source: Lake Victoria Zone Schools Quality Assurance Department (2015)

As demonstrated in Table 3.1, the total sample of 368 respondents were selected to participate which is clearly above the figure of 360.229 and therefore sufficiently representative of the target population as per Sloven's formula.

Table 3.2: Schools involved from each Local Government Authority

Strata (Schools in this case) Number of schools in the Council	Sub-sampling frame	Fraction	Selected (sub-samples)
Bukoba District Council	30	0.2	6
Chato District Council	24	0.2	5
Mwanza City Council	30	0.2	6
Shinyanga Municipal Council	17	0.2	3
Total	**104**		**20**

Source: Lake Victoria Zone Schools Quality Assurance Department (2015)

Table 3.2 is about proportional sampling whereby sub-samples have to be proportional to sub-populations

3.8   Instrumentation and Measurements

In this study, primary data was collected through questionnaires and semi-structured interview guides while secondary data was collected through documents review.

3.8.1 Questionnaire

A questionnaire is a carefully designed instrument (written, typed or printed) for collecting data directly from people. A typical questionnaire consists of questions and statements (Fitzpatrick, Sander & Worthen, 1997). The set up and administering of the questionnaire in this study were guided by Borg and Gall (1989) who suggested that in designing a questionnaire the first step is to define the problem and list the specific objectives to be achieved. They went further advocating that methods of data analysis, the returned questionnaire as well as identification of the sample of respondents who were willing to give the information had to be considered well in advance. The study instrument used in this study was designed to measure four major variables: Students' indiscipline behaviour, communication procedures, School Board decision making procedures, and the school climate.

The researcher designed and constructed a set of appropriate items in the questionnaire to facilitate the collection of quantitative data about dominants students indiscipline, communication methods, the extent to which the use of discipline regulations influence students' discipline and the outcomes of decisions made by school boards to school climate. This questionnaire was administered to teachers and members of school board regarding their perceptions towards the School Board decision making on managing students' discipline matters in Lake Victoria Zone in

Tanzania. Again this choice drew their guidance from Borg and Gall (1989) that the questionnaire enabled the researcher to reach a large group of informants such as secondary school teachers and members of the school boards within a short period of time with reasonable cost and the speed of dissemination and collection. Another strength which led to the selection of questionnaire in this study was its ability to cover a wider geographical area compared to other instruments such as the interview or experimental research (Mugenda & Mugenda, 2003).

However, the instrument had serious weaknesses even though they were not able to offset the advantages explained above. For example, the problem of non-response, since the study involved a large sample which actually consisted of volunteers and the researcher had no power to force them to return the questionnaire (Borg & Gall, 1989). This problem was resolved by researcher's self-administration of the instrument. Secondly, the researcher conducted a pilot study to pretest the questionnaire before actual data collection exercise. The instruments were fine tuned to fit the study.

Therefore, the questionnaire enabled the researcher to collect all the relevant information for the study on the personal experiences on decision making process by School Board on students' discipline matters. The questionnaire designed by researcher himself and was approved by supervisors. Respondents were asked to indicate the extent to which they agreed with various aspects of School Board decision making in managing students discipline in government secondary schools

using a five-point Likert scale from (1) Never (5) Always for section B, C and D
and section E from (1) strongly disagree to (5) strongly agree.

3.8.2 Interview Guide

Cohen and Manion (1989) advocate that the interview is a commonly used technique
in quantitative and qualitative research, they argued that interview is used to gather
data and develop hypothesis through communication. According to Khan and
Cannell (1968) as quoted by Borg and Gall (1989) research interview is defined as a
two-person conversation initiated by the interviewer for the specific purpose of
gaining relevant information.

 In this study, the interview was employed mainly to enable respondents to express
their feelings and beliefs about the School Board decision making process in
managing students' discipline. Furthermore, interview was employed together with
other research methods as a follow- up to unexpected results, to test the validity of
other methods (Kerlinger, 1970).

Again, Kerlinger (1970) identifies four kinds of interview used specifically as
research tools: the structured interview, the semi-structured interview, the non-
directive interview and the focused interview. They argued that for the purpose of
educational research usually only the two are used. In this study the semi-structured
interview was employed. The semi-structured interview guides is a device consisting
of a set of questions, which are asked and filled in by an interviewer in a face-to-face
situation with the interviewee. The formulation of semi-structured interview guides
in this study was guided by Bryman (2004) that the specific topic that the interviewer

intended to investigate during the interview should be thought in advance. The interviews intended to collect the data from Heads, chairpersons of school boards and parents. The focus in this study was on dominant students' indiscipline acts which required the intervention of the school board, methods that the School Boards used to communicate with the parents and students on issues related to students discipline, decision making procedures which School Boards employed to manage the students' discipline and the effects of decisions made by School Boards on students' discipline to the school climate.

It was well thought-out that it was advantageous to the researcher to prepare and administer the semi-structured interview guides to obtain more in-depth information. Moreover, the semi-structured interview guide helped the researcher to pose similar questions to Heads, chairpersons of school boards and parents about decision making on managing students' indiscipline case (Merriam, 2009). Items were framed in such a way that they allowed further probing whenever clarification was necessary on issues related to school board decision making process on students discipline context. Interviews were conducted in places that were convenient to the individual respondents to avoid interruptions from other people. After the interviews, the instruments were well edited to ensure that they were fully completed.

3.8.3 Documents Review

Documents can be written or visual for example meetings minutes, office practices diaries and the like. Documents can reveal what people do in the office and what they value (Kasomo, 2007). This behaviour of documentary review occurred in a

natural setting, so the data has strong validity (Sarantakos, 1998). This study collected data by conducting a documentary review. The researcher developed a documentary review guide with the assistance from supervisors.

The documentary review guide was chosen because it helped the researcher to triangulate and add value to the data collected through questionnaires and interview guides from different informants (Borg & Gall, 1989). During the fieldwork, the researcher critically examined the documents such as punishment administration log book (Black book) and Admission register in order to identify names of students expelled, School Management Team (SMT) minutes on matters relating to students' discipline. Furthermore, School Board (SB) minutes on decision making process in the context of students' discipline, Legal documents such Education Act No 25 of 1978 and its underlying Regulations and Education circulars and written official correspondence between Heads of School and other documents which guided decision making on issues relating to students' discipline. For example, TSS forms for sampled secondary schools were reviewed in order to identify number of students expelled and the reasons for their expulsion in the past three years from 2012 to 2014. These documents helped the researcher to produce a descriptive and analytical work. These documents also were instrumental in cross-validating the data obtained through questionnaires and interviews (Johnson & Christensen, 2008).

3.9   Validity of Research Instruments

The researcher considered carefully whether the study instruments measure what they intend to measure (Nachmias & Nachmias, 2003). The face and content validity

were established by the Subject Matter Experts (SMEs) at the Saint Augustine University of Tanzania, Kagera Centre, who were asked to rate each item using a four point scale i.e. *Very Relevant (VR), Quite Relevant (QR), Somehow Relevant (SHR) and Not Relevant (NR)* and was certified by supervisors of this study. The content validity analysis on the items was done by computing Content Validity Index (CVI). Then Content Validity Index determined using the formula:

$$CVR = \frac{n_e - \frac{N}{2}}{\frac{N}{2}}$$

Where: CVR is the Content Validity Ratio

n_e: Is the number of experts rating the item very relevant

N: Is the total number of experts

The average [CVI] computed using the formula

$$CVI = \frac{\frac{\text{items rated QR by all judges}}{VR}}{\text{Total number of items in the questionnaire}}$$

Where: CVI   =   Content Validity Index

          QR   =   Items rated Quite Relevant

          VR   =   Items rated Very Relevant

The content validity Ratio (CVR) was calculated based on the four sections of the questionnaire for teachers and members of the school Board. The CVR in this particular calculations ranges from 0.45 to 1. Section B had 1.00 CVR, section C had 0.45 CVR, section C had 1.00 CVR and section E had 0.80 CVR. After the

computation of the Content Validity Index (CVI), the results were 0.81 indicating that the instrument was valid. This is supported by Nachmias and Nachmias (2003) and Amin (2005) who argue that for any instrument to be accepted as valid, the average index should be 0.7 and above. Since the cumulative index value was 0.81, this meant that, the items of the instrument were proved valid.

3.10 Reliability of Research Instruments

Reliability of an instrument is the dependability or trustworthiness of an instrument. In other words, it is the degree to which the instrument consistently measures what it is supposed to measure when administered repeatedly to a similar group (Mugenda & Mugenda, 2003). The reliability of an instrument was established using the test-retest method. The researcher conducted a pilot test of the questionnaire to determine whether an individual in the sample was capable of completing the survey and if they would be able to understand the questions for the main study. Before the final questionnaire was distributed to the informants, it was piloted in order to detect the flaws, which were likely to exist. According to Johnson (2002), the experience of the pilot should be used to improve and amend the questionnaire before being administered to the main research sample. The pilot was essentially pre-test of the study instrument of the data collection on the small population conducted, to test the instrument for ambiguous or misleading items and offer the researcher with the opportunity to evaluate the effectiveness of the instrument prior to its general distribution. In this study, the questionnaire was pilot tested using eight teachers in four government secondary schools. The researcher used the same procedure as the main study to conduct the test-retest.

After the pilot testing change was done, changes were effected to make questions clear and relevant to both the respondents and to the requirements of the study. Moreover, secondary schools which took part in piloting this instrument had the similar characteristics like those which participated in the main study. Schools were selected by using the simple random technique. The researcher employed a simple random technique to select two schools by placing a slip of papers with name and number of schools in a container mix them thoroughly and then picked the required number of two schools which were sampled in the pilot study. The same procedures were employed to get three school board members from each selected school who were informative subjects in the pilot study, a total sample of (n=6). Furthermore, the researcher employed the purposive sampling technique to select four teachers from selected schools with a total sample of (n=8) who participated in this exercise. However, schools and associated respondents participated in the pilot study did not participate in the main study. For consistency of research results from the study instruments, the researcher used Cronbach's alpha co- efficient of reliability formula as indicated below.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\Sigma_{Si}\,2}{St^2}\right)$$

α = Is the Alpha coefficient of correlation

k   = Is the number of items in the instrument

S_t^2 = Is the Variance of the scores on total test

S_i^2 = Is the variance of scores on individual items

Σ = Summation

There was a time lapse of two weeks between the first and second test. The collected data from two secondary schools which involved teachers and members of the School Board were organized according to the questionnaire sections coded and entered into the computer using SPSS software. Reliability was thereafter computed and the following were the results as shown on appendices "G" and "H" respectively. Section B's α= 0.823; 0.781 section C's α = 0.831; 0.761 section D's α = 0.862; 0.835 and section E's α = 0.793; 0.723. According to Amin (2005), a perfect reliable instrument has a coefficient alpha value of 1.00, meaning that all coefficient values closed to 1.00 are regarded adequate reliable. Having been satisfied with the validity and reliability of the instrument, data collection exercise commenced in the field. Since the reliability analysis on all items yielded a coefficient value of 0.73, this implied that the instrument was reliable in collecting data required for this study.

On the other hand, the credibility in qualitative study concerns the truthfulness of the findings. The following methods enhance credibility: structural corroboration, consensus, peer review and member check (Hatch, 2002). In this study, the trustworthiness was established through the use of the following techniques in order to enhance the credibility of the findings. Firstly, this was achieved through summarizing what had been said by the interviewees to check if the researcher understands those informative subjects. This means that respondents were told to make themselves comfortable to ask about anything they did not understand. Secondly, the researcher personally conducted the interview and used a voice recorder in order to eliminate different interpretations of the data collected. This was done to ensure that there was no bias in the findings.

Thirdly, the validity achieved through triangulation that is using multiple instruments. For the case of application of a variety of sources, the data obtained through questionnaires was compared to the interview and document analysis guides. Moreover, applications of multiple sources were involved in the collection of data from School Heads, teachers, and School Board members. Furthermore, the interview process was tape-recorded and transcribed verbatim as the source of data for analysis purpose. Before the interview with each respondent, the researcher requested for permission to use a tape recorder. The research supervisors examined items of the interview guide to determine their validity. As the researcher analyzed data, the researcher looked for recurring themes across data sources. When the same data were found in more than one source, those data were treated as valid. It is hoped that the pilot study and expert's input was instrumental in ensuring that results are valid and reliable.

3.11 Data Collection Procedure

The data collection exercise was carried out by the researcher himself. The study relied on the primary and secondary data sources which were in the forms of qualitative and quantitative data. In the initial stage of the field work, the researcher asked for the clearance letter from the Directorate of Research, Publications and Postgraduate Studies after the fulfillment of the requirements for the presentation of the proposal. So, the researcher requested for the permission from the Regional Administrative Secretaries (RASs) of Kagera, Geita, Shinyanga and Mwanza and District Administrative Secretaries (DASs) and Directors of selected LGAs in Tanzania before carrying out the investigation in schools. A covering letter was

designed to accompany the questionnaire as it made the questionnaire appear more legitimate to the respondents and assured the respondents' confidentiality. The covering letter together with the questionnaire is attached. The researcher visited schools and established a close rapport with the participants before administering the instruments.

The researcher administered the questionnaire personally, consequently moved from one school to another between 1st August and 28th October, 2016 during the field work and this was done by distributing the questionnaires to respondents after the brief introduction of the purpose of the study. Respondents were given two days to complete the questionnaires and the researcher collected them later on an agreed upon date. The researcher also in the same period of administering the questionnaire began interviewing the School Heads and continued with parents and chairpersons. Furthermore, the researcher asked and reviewed the relevant documents at the same time of the interviewing the School Head. This exercise took three months to be completed. The researcher kept in consultation with supervisors up to completion of the research work.

3.12 Data Analysis Techniques

Data analysis is the process of bringing order, structure and meaning to the mass of collected information (Mugenda & Mugenda, 2003). Again, they present two approaches to data analysis namely quantitative and qualitative. In this study the procedure for data analysis were guided by research questions and related issues in the literature reviewed, hence data were analyzed through both quantitative and

qualitative approaches. Types of data which were obtained from questionnaire through five Point Likert-scales and were measured as nominal, ordinal and interval depending on the nature of the research question and the data collected. Fife-Schaw (2012) suggested that nominal scale could be useful to measure categorical data such as sex, age, occupation and working experience. In this study, the nominal scale was used to measure the variable related to respondent's experiences in the service. The purpose of asking these questions was to determine the background information of respondents in relation to decision making in managing students' discipline in government secondary schools in Tanzania.

Boone and Boone as cited in Khan (2013) suggest the techniques for analyzing Likert scales data. According to them, Likert numbers assigned to Likert-type items express a "greater than" relationship; however, how much greater is not implied. Due to aforementioned conditions, Likert-type items fall into the ordinal measurement scale.

3.12.1 Quantitative Data Analysis

Descriptive statistics recommended for ordinal measurement scale items include a mode or median for central tendency and frequencies and percentages for variability Moore (2010) also presents analysis techniques for the Likert scale that if you have a series of individual questions that have Likert response options for your participants analyze them as Likert-type items by using modes, medians, frequencies and percentages. However, Moore suggested that the technique could be useful when created by calculating a composite score (sum or mean) from four or more type

Likert-type items combined together therefore, the composite score for the Likert scales should be analyzed at the interval measurement scale and descriptive statistics recommended included mean for central tendency and standard deviations for variability (Nachmias & Nachmias, 2003).

The means and standard deviations were aimed at showing the average and the degree to which a response of individual respondents on decision making on managing students' discipline in government secondary schools vary from the mean. The higher means denoted acceptance perceptions and most frequently occurring on a particular observation and while lower meant to signify rejection perceptions occurring on observation on the effects of decisions made by School Board decisions on students' discipline to the school climate. For the case of standard deviation, the smaller the standard deviation suggests that respondents were in more agreement with one another than would be the case with a large standard deviation (Kasomo, 2007). The quantitative approach was descriptive statistics whereby the simple frequencies, percentages, means and standard deviation were used as statistical analysis techniques to answer four research questions.

Therefore, regarding the aforementioned characteristics in this study, the data collected by means of questionnaire involved cleaning the data collected using questionnaires by checking for any incompleteness, inconsistencies and mistakes. In addition, data was processed for actual analysis by editing, coding and entering it into the computer using the Statistical Package for Social Science (SPSS Version 17) and excel spread sheet (Mugenda & Mugenda, 2003).The data was made ready at

univariate level for descriptive presentation using frequency tables, percentages, means and standard deviations. Finally, it was the task of interpretation in relation to questions. Generally, this was organized in such a way that it establishes the effects of school boards decision making on managing students discipline in government secondary schools in Lake Zone Victoria in Tanzania.

3.12.2 Qualitative Data Analysis

On the other hand, data obtained through interview guide and documents were analyzed and presented through Constant Comparative Method (CCM). Maykut and Morehouse (1994) define Constant Comparative method of analyzing qualitative data as a process which combines inductive category coding with a simultaneous comparison of all units of meaning obtained. The work of Boeije et.al (2002) outlined various strategies of constant comparison method such as comparison within a single interview; comparison between interviews within the same group that is persons who share the same experience; comparison of interviews from groups with different perspectives but involved with the subject under study; comparison of pairs of an interview with two partners belonging to a couple and finally comparisons of interviews with several couples.

Therefore, the comparison of interviews from groups with different perspectives but involved with the subject under study was employed in analyzing data from interviews and documents. This analysis technique was involved because of triangulating data sources aimed at completing the picture about effects of the School Board decision making on managing students discipline in government secondary

schools through enriched information. According to Kimchi, Polivka and Stevenson (1991), it involves a series of steps such as collecting data from the field; identifying key issues or activities in the data that would be a focus of categories; writing about the formed categories with an intention to describe all existing issues and constantly looking for new incidents; working with the data in an attempt to develop a model to capture social processes and relationships.

In this study, the researcher followed specific steps in analyzing the data obtained by means of interview guide and documents. These specific steps were: noted all field notes, transcribed verbatim all taped interviews, coded all types of data, unitized data into units which had specific meaning and themes, coded each theme, coded each piece of data to indicate source, indicated in a word or phrase each unit's meaning, wrote each unit's meaning under notation on data source, cut apart identified units of data, reread data in notebook, looked for recurring themes that emerged from interviews, listed on a sheet of paper recurring themes and combined themes to form conclusions. Following these techniques, the qualitative data were presented based on narrative and quote forms and incorporated within a particular presentation. These, along with quantitative data, formed the basis of discussion regarding the reviewed literature.

3.13 Ethical Issues and Consideration

Ethics has been defined as that branch of philosophy which deals with one's standard conduct and serves as a guide to one's behaviour. Most of the professions have ethical guidelines which govern their professions. Since researchers are people

genuinely concerned about other peoples' quality of life, they must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others (Mugenda & Mugenda, 2003). The ethical issues considered in this study were: informed consent, protection from psychological harm, professionalism writing (plagiarism and fraud), confidentiality and privacy and anonymity.

Informed consent, as an ethical aspect, implies all possible or adequate information for the purpose of an investigation and the procedures which were followed during investigation. In order to honor this ethical issue, the researcher designed a letter of consent. The letter of consent was attached to each and every questionnaire with a covering letter explaining the purpose of the study.

Another ethical issue under consideration was the aspect of professionalism (plagiarism and fraud). Plagiarism refers to a situation where researchers refer to another person's work as theirs without acknowledging the author (Mugenda & Mugenda, 2003). In order to address these ethical issues, the researcher acknowledged all the sources or quoted work. In addition, there was the issue of confidentiality and privacy. According to Mugenda & Mugenda (2003), privacy implies the element of personal privacy while confidentiality indicates the handling of information in a confidential manner. In considering these ethical challenges the researcher had treated and handled the information obtained from respondents in a confidential manner.

Finally, the researcher considered the ethical issue of anonymity. Anonymity refers to the identity of an individual being protected either by using numbers, third parties or pseudo names. A researcher could not disclose the information about a particular individual but protect the identity and privacy of that individual. Anonymity therefore, refers to a situation where a respondent's name is not disclosed (Nalaila & Msabila, 2013). In order to address this ethical issue of anonymity the researcher requested respondents not to mention their names and the names of their school on their questionnaires.

CHAPTER FOUR

4.0 PRESENTATION OF RESEARCH FINDINGS

4.1   Introduction

This chapter consists of presentation of research findings from the survey questionnaire, interviews and documents analysis guides. The study sought to investigate the effect of School Boards' decisions making procedures in managing students' discipline in government secondary schools in Tanzania. The presentation was based on findings from four research objectives which sought to:

i)   Explore the dominant students' indiscipline behaviour which required school board intervention;

ii)   Examine the effect of methods that the school boards used to communicate with the parents on issues related to students discipline;

iii) Evaluate the extent to which the school boards use of education regulations affect managing of students discipline;

iv) Examine the effect of school boards' decisions on the school climate in government secondary schools.

4.2   Characteristics of Participants for this Study

This section provides information on the distribution of members of the School Board by their length of service terms. In this study service term refers to the period between one term and more, the term is equal to four years of the period when the research was done and might be renewable as per Education Act No.25 of 1978.

This study showed that majority of members of the School Board 62 (52%) was in service for two terms. A fair number of members 32 (27%) had serviced for more than two terms. While 26 (21%) of Board members were in the first term of service. The higher percentage of Board members is an indication that most of the members had enough experience and were likely to be aware of guidelines that govern decision making in managing students' discipline practices in government secondary school. This also is an indication that they are likely to be able to handle different students' disciplinary issues attentively.

4.3   Questionnaire Return Rate

Questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for the study (Mugenda & Mugenda, 2003). In this study, 200 survey questionnaires were distributed. The population included 120 secondary school teachers and 80 school board members. Of the survey questionnaires sent to secondary schools teachers, 110 (91.6%) and School Board members 73 (91.3%) were returned. The interview guides were administered on 20 School Board chairpersons, 20 School Heads and 45 parents. Analysis of data was on the basis of these questionnaires and interview guides. Mugenda and Mugenda (2003) suggest that a fifty percent response rate is adequate for analysis and reporting. A response rate of sixty percent was considered good and a response rate of seventy percent and over is very good. Since the response rate was one hundred percent, it was considered the best (Mugenda & Mugenda, 2003). This provided the required information for purposes of data analysis hence this enhanced sample representation and meaningful generalization for the response rate which

implied a very good representation. The data are presented in both tabular and text form.

4.4 The Dominant Students' Indiscipline which require in School Board Intervention

The study sought to explore the dominant students' indiscipline behaviour which required School Board intervention in government secondary schools in Tanzania. The researcher collected data using both quantitative and quantitative information from (n=120) teachers and (n=80) members of School Boards in order to measure their knowledge on actually what is happening in schools pertaining to students' indiscipline behaviour which required School Board intervention. The respondents were asked to identify from the list of variables dominant students' indiscipline behaviour in their particular school. Further, the information was gained from the interviews of Heads of Schools, chairpersons of School Boards and parents. The following scoring procedure was adopted from questionnaire for teachers and members of the School Boards in this question i.e. *1=Never, 2= Seldom, 3= Sometimes, 4=Often 5= Always*. The results are presented in Table 4.1.

Table 4.1: Responses of Teachers and Board Members on the Dominant Students' Indiscipline Behavior

Indiscipline indices	Responses										Total %
	Never		Seldom		Sometimes		Often		Always		
	f	%	f	%	f	%	f	%	f	%	
Drug taking	100	54.6	30	16.4	14	7.7	10	5.5	29	15.8	100
Wedlock/Marriage	111	60.7	38	20.7	26	14.2	8	4.4	0	0.0	100
Destruction of school property	111	60.7	29	15.8	27	14.8	11	6.0	5	2.7	100
Theft or stealing	104	56.8	33	18.0	30	16.4	14	7.7	2	1.1	100
Pregnancy	10	5.4	15	8.2	20	10.9	47	25.7	91	49.8	100
Cheating in National Examinations	167	91.3	7	3.8	4	2.2	3	1.6	2	1.1	100
Truancy	0	0	12	6.6	13	7.1	25	13.7	133	72.6	100
Demonstration/ strike	165	90.2	11	6.0	4	2.2	1	0.5	2	1.1	100
Criminal offences	162	88.5	17	9.3	3	1.6	0	0.0	1	0.6	100
Defiance of teachers	16	8.7	33	18.0	12	6.6	111	60.7	11	6.0	100

Key: f= frequency; % =percentage

From Table 4.1, the majority of respondents indicated that the most dominant students' indiscipline behaviour in government secondary schools were truancy and pregnancy. Specifically, the results reveal that 72.6% of respondents in the sample stated that truancy was the highest dominant students' indiscipline offense experienced in government secondary schools in selected study area. The pregnancy was noted to be always prevalent and was reported by 49.8%.

However, more than three-quarters of respondents expressed their views that students' indiscipline behavior such as cheating in National Examinations, unlawful demonstration and criminal offences were non-existent in an overwhelming majority.

In particular, the findings from Table 4.1 (91.3%) of respondents gave evidence that cheating in National Examinations rarely occurred in government secondary schools in the sampled area. Students' demonstrations (90.2%) of respondents observed that not at all experienced this indiscipline; criminal offense was reported by (88.5%) as a bit experienced. This implied that either these offenses were non-existent or were minor in government secondary schools in Tanzania.

The Education Expulsion and Exclusion of students from schools regulations contains an explicit provision of what is known as the students grave offenses which required the attention of the School Board (URT, 2002). These are persistent and deliberate misbehaviour of students such as endangering the general discipline or the good name of the school. These, inter alia, theft, malicious injury of the school property, prostitution, drug abuse, truancy, pregnancy, cheating in examinations and student entering into wedlock.

During the course of interviews, respondents were requested to give their views of the dominant students' indiscipline offences which required School Board intervention in government secondary schools. The researcher interviewed and analyzed data on the dominant students' indiscipline behaviour which required School Board intervention. The researcher collected this information from School Heads and Chairpersons of the Board. Figure 4.1 shows School Heads and Chairpersons responses on the dominant students' indiscipline behaviour which required school board intervention.
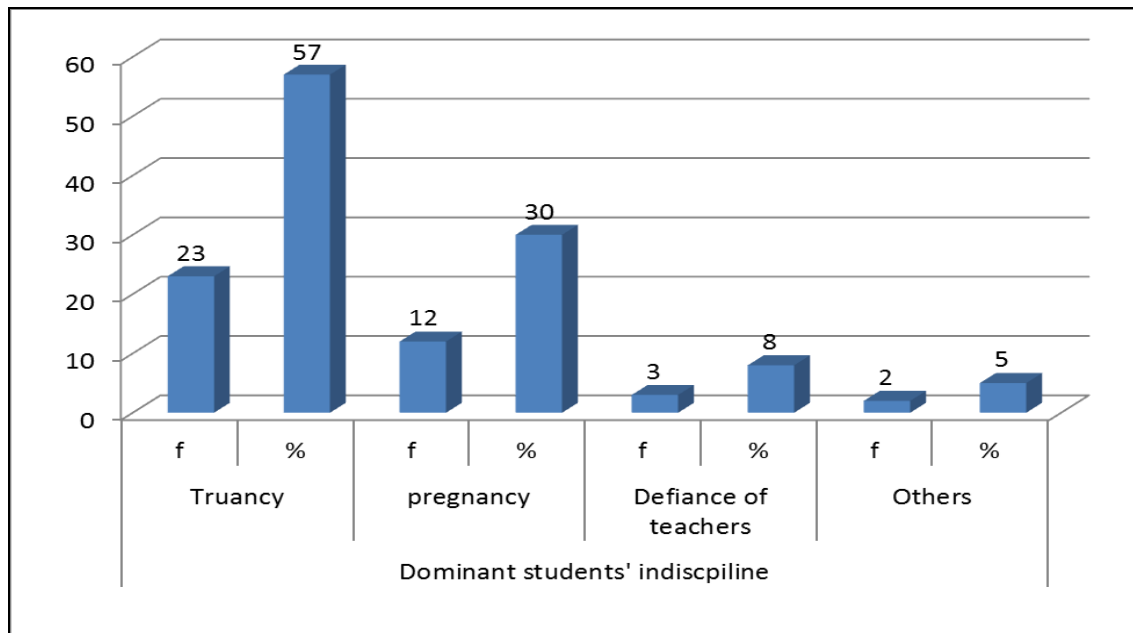
Figure 4.1: Response of School Heads and Chairpersons on Dominant Students'
        Indiscipline Behaviour

Figure 4.1 shows that jointly, Heads of schools (n=20) and chairpersons (n=20) identified dominant students' indiscipline behaviour that required the attention of School Boards in government secondary schools as truancy (57%), pregnancy (30%), defiance of teachers (8%) and others (5%). When asked what were the students' indiscipline behaviours that led to the suspension or dismissal of their children, one of the parents at school S9 categorically said:

> *An indiscipline problem which led to the suspension of my son is regular absenteeism from the school without clear reasons. I can say School Head is quite right. I have been quarrelling with my son because of not attending school without acceptable reasons and it has been difficult for me to resolve the matter until the school decided to suspend him. I'm just waiting to escort my son back to school on the date recommended.*

The interview with the chairperson of the School Board at school S11 opened with talking on the dominants of students' indiscipline behaviour in his secondary

schools. The chairperson discussed truancy as the major problem which has been facing his school. In line to that, the chairperson of school S13 went on to say:

> *Our school is seriously faced with the problem of truancy. We are not comfortable with this behaviour that is why as school leadership we have been taking legal action against parents whose children do not attend school regularly without reasons.*

The comment from the chairperson of the School Board S14 was similar to response from chairperson of the School Board S13 who revealed that absenteeism was a type of act of students' indiscipline behaviour that has been presented to the School Board for decision at least every meeting when they convene, as one of the School Head at school S5 went on to describe:

> *I'm very sorry to say that almost at every sitting most of the students' indiscipline cases which have been presented to the School Board for decisions, truancy and pregnancy dominate. Despite the fact that our Government has formulated and put in place various regulations to prevent these problems for example, the Education Imposition of penalties to persons who marry or impregnate school girls of 2003 and compulsory enrolment and attendance still, I found it quite difficult to eliminate these problems because all students are day scholars and they stay distant from school.*

Again an interview with Head of Schools discovered that truancy, pregnancy, sexual relations between girls and boys and defiance of teachers were dominant students' indiscipline offenses which have resulted into suspension or expulsion of students. One Head of School at School S8 was quoted saying:

> *The very serious indiscipline cases are truancy, pregnancy, sexual relations between girls and boys and defiance of teachers. Though we are bitter in this and take actions against the notorious ones, others sprout.*

In regard to the issue of pregnancy, when the researcher also asked chairpersons the dominant indiscipline behaviour facing their schools which required School Board

intervention, one of the chairpersons of the School Boards from one school S12 had

the following to say:

> *It is my third term as a member of the Board, students' indiscipline behaviour which is very serious here which require our attention is the pregnancy among students and almost every year our school experiences this problem.*

Concurring with this viewpoint, Parent 10 revealed that:

> *My daughter who was in Form three in 2014 was dismissed from school due to pregnancy. This issue was also confirmed by parent 15 saying that: I feel distressed because I have remembered my only daughter who was dismissed from school because she was pregnant.*

Furthermore, throughout the interview with the various respondents (parents,

Chairpersons and head of schools) it was pointed out that pregnancy,

absenteeism and marriages amongst students' indiscipline cases affect the

image of their schools. One parent serving on School Board of school S6 puts

it thus:

> *If we want to improve the image of our school then we have to set free our school from pregnancy, absenteeism and marriage problems.*

During the field visit, the researcher sought to know from the sampled schools the

number of students who were expelled from the school and associated reasons for

last three years. This was done through the review of the TSS (: Secondary Education

Statistics, document (URT, 2015). This is a checklist which is authorized by Ministry

of Education, Science and Technology to collect various educational data at the

school level annually. The tool contains the provision about students' drop out and

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their reasons. Table 4.2 presents the data of students expelled from the studied schools and their reasons for the period of 2012 up to 2014.

Table 4.2: Students Dismissed from the School in the Three Years, 2012 to 2014

Reasons for expulsion	2012			2013			2014			Total			
	F	M	T	F	M	T	F	M	T	F	M	T	%
Truancy	12	22	34	7	16	23	8	11	19	27	49	76	67.2
Pregnancy	11	-	11	9	-	9	13	-	13	33	-	33	29.2
Other offences	-	-	-	-	-		1	3	4	1	3	4	3.6
Total	23	22	45	16	-	32	22	14	36	61	52	113	

Source: Takwimu za Shule za Sekondari (TSS) or Secondary School Statistics

Key: F=Female, M=Male, T= Total

Data in Table 4.2 lists array offenses for the period of three years; truancy was the main reason for expulsion reported at 67.2% of all reasons. Pregnancy was the second cause of expulsion cases with 29.2% and other offenses which were not specified contributed to 3.6%.

4.5 The Effect of Communication Methods on Students' Discipline

The study sought to find out the communication methods which the School Boards used to communicate with the parents and students on issues related to students' discipline in government Secondary Schools. The researcher collected the information from teachers (n=120) and members (n=80) of the school boards in selected area of the study. The focus was on the way schools timely disseminated the

information related to indiscipline behaviour to responsible students' parent. The respondents were presented with various media and other means of communication and were asked to choose and rate the right alternative of the communication method used by School Board to communicate with the parents and students on issues related to students' indiscipline. The following scoring procedure was adopted for the questionnaire for teachers and members of the school board in this question i.e., *1= Never, 2= Seldom, 3= Sometimes, 4= Often, 5= Always.*

Further, the information was gained from the interviews of (n=120) Heads of Schools, (n=120) Chairpersons of School Boards and (n=100) parents. The responses to the second objective are shown in Table 4.3.

Table 4.3: Responses on the Methods Used to Communicate with Parents

Communication methods indices	Never		Seldom		Sometimes		Often		Always		Total %
	f	%	f	%	f	%	f	%	f	%	
Radio announcement	182	99.5	0	00	1	.5	0	00	0	00	100
e-mail messages	178	97.3	4	2.2	1	.5	0	00	0	00	100
School web-site	179	97.8	2	1.1	2	1.1	0	00	0	00	100
Mobile phones	25	13.7	29	15.8	77	42.1	31	16.9	21	11.5	100
Telephone	151	82.5	10	5.5	11	6.0	4	2.2	7	3.8	100
Written letter	4	2.2	6	3.3	17	9.3	32	17.5	124	67.8	100
Students assembly	23	12.6	45	24.6	47	25.7	28	15.3	40	21.9	100
Parents meetings	23	12.6	44	24.0	54	29.5	32	17.5	30	16.4	100
Individual student informal meeting	70	38.3	39	21.3	36	19.7	23	12.6	15	8.2	100
Staff meeting	25	13.7	37	20.2	50	27.3	39	21.3	32	17.5	100
Ward Executive Officers	18	9.8	78	42.6	42	23.0	29	15.8	16	8.7	100

Key: f= frequency, %= percentage

Table 4.3 shows that the majority of respondents 124(67.8%) observed that written letter was the most frequently used means of communication compared to other means of communication. This means that in most cases when issues related to students' discipline in government Secondary Schools occurred the written letter method has was used by majority School Boards to disseminate information to the respective parents and students.

Some of the respondents 40 (21.9%) indicated that students' assembly was used as a means of disseminating information to parents and students, while a fair number of respondents 32 (17.5%) indicated that staff meetings were used as a mechanism of

circulating information on issues related to students' discipline in government secondary schools in Tanzania.

Furthermore, the finding in Table 4.3 revealed that few of respondents 21 (11.5%) in the sample indicated that periodically cellular phones were used to disseminate information to the respective parent, guardian or students regarding students' indiscipline acts. However, 30 (16.4%) of respondents reported that parents meetings were used to disseminate information on students' ill behaviours.

School Heads were asked through an interview to respond to the question which stated that "What methods do your school use to disseminate information to parents and students on issues related to students' discipline in your school?" The finding showed that almost all of Heads of School 19 (95%) explained that both written letters and mobile phone were the most preferable modes of disseminating the information related to students' indiscipline behaviour to respective parents or guardians. On the other hand, one school head 1 (5%) out of 20 who were interviewed said differently. He did not mention written letter as a method to disseminate information, instead, he mentioned mobile phone as a preferable method that was used by Schools to disseminate the information to students' parents or the guardians.

The following is a response from parents to item 3 from interview guide which requested them to give their explanation on: *"How did you get to know from School*

Management that your children had indiscipline case that led to the suspension or dismissal from the school?" The results are presented in Figure 4.2.
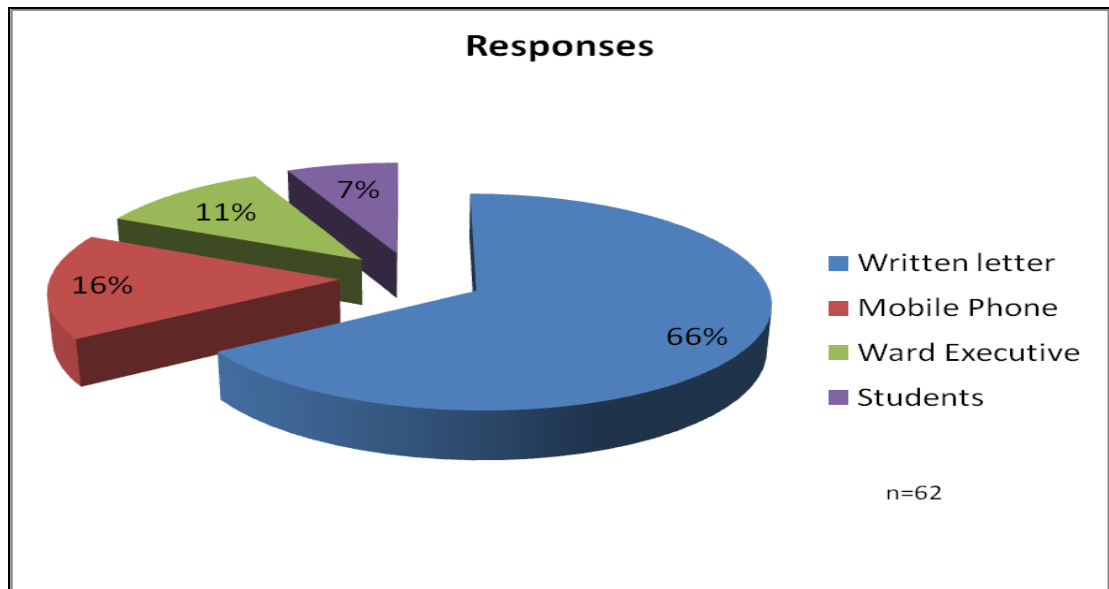
Figure 4.2: Ways parents get information about their children misbehavior

From Figure 4.2, a bulk number of parents (66%) were of the view that they came to know that their children are suspended or dismissed from schools through the written letter received from School Head. A moderate number of parents (16%) argued that they got information about their children suspension or dismissal through the mobile phone. Parents who indicated that they received information from Ward Executives about their children being suspended or dismissed were (11%). A small number of parents (7%) said that they received information through students.

In addition, through an interview with chairpersons, the researcher found out that most of School Board chairpersons cited a written letter as the major mode of communication in government secondary schools especially when the school is

required to disseminate information about students' indiscipline cases to the respective parents or guardians.

Further, on consultation with Heads of Schools to find out what means was used to communicate with parents and students' on indiscipline matters, one Head of School from school S16 made this comment:

> ***The decision on which method is suitable depends on the nature of the students' indiscipline problem and its urgency. For example, with regard to truancy problem, sometimes we write a letter to Ward Executive Officers to seek for assistance to look for students who do not attend school.***

4.6   Effects of Education Regulations On Students' Discipline

In this section, the researcher examined the decision making by school boards on matters related to discipline. Although there are many approaches to be followed in the decision making process, one of the approaches is rational decision making process which attempts to prescribe specific steps to be followed by a particular decision maker in a certain organization. The researcher collected the quantitative and qualitative data from teachers and school board members who have been actively involved in managing students' discipline in order to measure the extent of rationality by the School Board on decision making in the context of students' discipline in government secondary schools in Lake Victoria Zone in Tanzania. Moreover, other related information was collected by means of interview guide from Heads of Schools, Chair persons of School Boards and parents. Thus Table 4.4 illustrates the results on decision making procedures which the School Boards employed to manage the student discipline in government Secondary Schools and the

following scoring procedure was adopted i.e., *1=Never, 2= Seldom, 3= Sometimes, 4= Often and 5=Always.*

Descriptive statistics (frequencies and percentages) for the analysis of results on stringent decision making procedures which were employed by School Boards to manage the student disciplines in government Secondary Schools are shown in Table 4.4. In this Table each construct is analyzed individually in order to show how each issue was in a manner consistent with the dictates of education regulations.

Table 4.4: Responses on Effect of Education Regulations on Students' Discipline

Indices of Rational Decision making	Responses										Total %
	Never		Seldom		Sometimes		Often		Always		
	f	%	f	%	f	%	f	%	f	%	
School Management identify students' indiscipline behaviour	3	1.6	3	1.6	9	4.9	9	4.9	159	87	100
School disciplinary Committee meets to discuss the basis on which the suspension will be made	19	10.4	56	30.6	36	19.7	29	15.8	43	23.5	100
A formal disciplinary interview is held with the student prior to imposing a suspension.	31	17	52	28.4	47	25.7	35	19.1	18	9.8	100
Student suspension is imposed awaiting the outcome of the decisions by the School Board	11	6.0	29	15.9	32	17.5	87	47.5	24	13.1	100
Notification on suspension is made in writing to the student or the guardian with details of all allegations relating to the incident	32	17.5	50	27.3	40	21.9	34	18.6	27	14.7	100
Deliberate efforts are taken to ensure that the notification on suspension is timely delivered to the student or the guardian	60	32.8	59	32.2	31	16.9	13	7.1	20	11	100
The School Board makes verification through calling for disciplinary proceedings of interview held with the student prior to suspension	46	25.1	35	19.1	43	23.5	32	17.5	27	14.8	100
The School Board checks proposed decisions against the Education Act and its Regulations and directives	3	1.6	3	1.6	9	4.9	9	4.9	159	87	100
The School Board makes the decision after a formal hearing of two parties in order to get credible evidence.	18	9.8	26	14.2	67	36.6	47	25.7	25	13.7	100
The School Board informs the student's parents the decision in writing and state the right to appeal the decision to Regional Commissioner	117	63.9	27	14.8	17	9.3	7	3.8	15	8.2	100
The School Board ensures that decisions report is submitted to higher authorities.	13	7.1	20	11	16	8.7	41	22.4	93	50.8	100

Data in Table 4.4 show that majority of respondents (87%) were of the opinion that

all time whenever the School Board required to make decision on issues related to

students' indiscipline case, the School Board ensured that it called for the inputs from School Management Team (SMT) through the meeting minutes. The School Board chairperson at the lead of the school Board session carefully with assistance of other members weighed options before making any conclusion against a proposed decision.

About half of the respondents (47.5%) expressed their views that habitually students suspension was imposed for the purpose of waiting for the outcome of the decisions made by the School Board. Again the majority respondents (87%) gave evidence that School Boards verified the problem brought to their attention and the proposed decision making process if complied with the Education Act No.25 of 1978 and its amendment No. Act 10 of 1995 and its Regulations of 2002 before a final decision is arrived at. Despite the fact that the majority of the sampled school documents were not available to decision makers for reference in decision making process.

The School Boards in government secondary schools have been making a formal hearing of two parties before reaching at the decision on issues related to students' indiscipline. A good number of respondents (25.7%) indicated that in most cases School Boards have been making a formal hearing of management and the accused students in order to get credible evidence before concluding the matter.

In the same section about half of respondents (50%) gave evidence that the report have been submitted to higher authorities as required by the law. This is the testimony of the rational decisions made by School Board members on students discipline context.

However, it was discovered that little efforts have been made to ensure that the notification on suspension was timely delivered to the student's parent or guardian. This was evidenced by almost one third of respondents (32.8%) who indicated that it has never been done. The survey results also indicate that the majority of respondents (63%) were of the opinion that after making decisions, School Board did not take care to inform the student's parents of the decision in writing and a provision for the right to appeal against the decision to the Regional appeal board.

Generally, from the investigation it can be argued that, despite the fact that decision making procedures by School Board were not very specific; the procedures considerably demonstrated the standards proposed by Simon (1993) for making rational decisions in the Model for Rational Decision. Simon lists seven indicative actions of boards that engage in making rational decisions: (1) identifying the problem (2) goals and objectives are established (3) generating the alternatives (4) evaluating the alternatives (5) choosing an appropriate solution (6) converting the choice into effective action (7) implementation is evaluated.

Again, it is evident that the data in Table 4.4 marks on how well School Boards discuss different evidences presented from two parties before coming to the final decision. Alternatively, it is also possible that this is a mark of how School Board members tried to follow rational steps in decision making regarding students' discipline. In this manner, these results to some extent are in line with the Education Act No. 25 of 1978 and its subsequent amendment No.10 of 1995 which sanctioned

requirements dictates that the variety of steps on the students' disciplinary decision making process.

However, through an interview with one of the chairperson, the researcher found out that despite the presence of well-formulated decision making procedures, School Boards sometimes do not apply them. An example was cited where a student has not been attending school for ninety days consecutively, the student expulsion regulation of 2002 is clear that the School Board has the power to dismiss such a student from school and notify high authorities about that decision because the student is automatically expelled. Instead in many secondary schools decisions have not been timely taken. This finding has assessed along the scenario proclaimed by Kaufman (1999) in Omutunde and Ahmed (2012) as the fear of making serious decisions and this kind of fear is called decidophobia. In this view, such tendency is likely to affect the internal efficiency of the particular school as continuously maintaining the names of ghost students in school admission register contrary to the law.

The rational decision making is a process that reduces uncertainty to a considerable level (Omutunde & Ahmed, 2012). In most decisions, uncertainty is reduced rather than being eliminated. During an interview with Heads of Schools on what are rational procedures followed by School Board in decision making when indiscipline problem occurred, one School Head at school S17 remarked:

> *As a School Board, we normally follow some steps to reach a decision on the issue related to students' indiscipline case. These steps are: identification of the problem, Discipline committee convenes to analyze the problem, School Management presents allegations, evidence to the school Board is sought, School Board conducts hearing from the accused student, members confirm to be satisfied that reasonable grounds exist for evidences presented.*

Consider recommendations presented by management, building consensus on the issue and decide to confirm or disconfirm the recommendations presented by School Head. Finally, inform the student's parent and relevant authorities about our decisions.

During the interview also the School Board chairpersons were asked to describe what were decision making procedures followed when students' indiscipline problems have been brought to their attention, one of the chairpersons from school S12 indicated that:

When the problem is brought to our attention we do as follows; becoming aware of the problem, receiving information from School Management, listening to the offender and then we confirm or disconfirm the recommendations brought by School Management after the verification.

Another Chairperson from School 17 also supported the above position and

had this to say:

Hearing of two parties in decision making especially on issues related to students' discipline is very important, in so doing the rights of School Management and students as well are protected.

Similarly, Chairperson 2 emphasized:

Students' disciplinary decision making is a very sensitive issue and the school board considers various alternatives before arriving at the solution.

Following rational decision procedures in managing students' discipline is an important aspect of natural justice and it allows the School Board to take into account different alternatives and come up with the consensus in decision in managing students' discipline. With the rational decision making procedure, students or parents have been given the opportunity not only to defend themselves but also to

demand the school management to provide credible evidence over the indiscipline accusation before the School Board.

4.7   Effect of Decision on Students' Discipline to School Climate

The fourth research question, aimed at assessing the effects of decisions made by School Board on students' discipline to the school climate. The study sought to explore the effects of decisions made by School Board on students' discipline to the school climate. The focus was on how decisions made by school Boards in government secondary schools affect the school climate.

The researcher collected the information through questionnaire from (n=120) teachers, and (n=80) members of the school boards in order to measure the degree or the extent the School Board decisions affected the school climate. The respondents were presented with various school climate themes in relation to school board decisions and were asked to rate the right alternative that fits their opinion on the effects of decisions made by School Board on students' discipline to school climate in government secondary schools in Tanzania. Further, the information was gained from the interviews with Heads of Schools, chairpersons of School Boards and parents. The following scoring procedure was adopted for questionnaire for teachers in this question i.e., *1= Strongly Disagree, 2= Disagree, 3= No Option, 4= Agree, 5= Strongly Agree*

Table 4.5: Responses on the Effects of Decisions on Students' Discipline to the School Climate

School climate themes indices	No. of respondents	Responses					Total		Decision
		SD	D	N	A	SA	Score	Mean	
The School Board decisions on students' discipline improve parents engagement in managing the discipline of their children	183	3	30	72	464	125	694	3.8	Agreed
The School Board decisions on students' discipline make members of school community respect one another	183	3	8	72	512	120	715	3.9	Agreed
The School Board decisions on students' discipline enhance effective communication in a school	183	1	20	75	484	130	710	3.9	Agreed
The School Board decisions on students' discipline ensure that students are punished for the right cause	183	1	6	39	528	170	744	4.0	Agreed
The School Board decisions on students' discipline improve teachers-parents relationships	183	3	16	54	524	115	712	3.9	Agreed
The School Board decisions on students' discipline make teachers and parents collaborate well with School Board	183	0	12	60	516	140	728	3.9	Agreed
The School Board decisions on students' discipline improve students' behavior	183	3	4	66	540	105	718	4.0	Agreed
The School Board decisions on students' discipline make school learning environment to be attractive	183	6	10	75	532	70	693	3.8	Agreed
The School Board decisions on students' discipline improve trust among the school community	183	2	16	48	532	120	718	4.0	Agreed
The School Board decisions on students' discipline improve teaching and learning process	183	3	2	30	516	195	746	4.0	Agreed

Grand Mean =$\underline{7178}$ = 3.92 or =

$\underline{3.8+3.9+3.9+4.0+3.9+3.9+4.0+3.8+4.0+4.0}$=$\underline{39.2}$=3.9

               1830   10

Key:

SD= Strongly Disagree; D=Disagree; N=No Option; A=Agree; SA=Strongly Agree.

From the Table 4.5, the mean score of the eleven items used to answer research question four is 3.92 which is greater than the cut-off point of 3, hence, it is agreed that respondents were of the opinion that every item on decisions made by school Boards in government secondary schools affects the school climate positively. Again data in Table 4.5 provide only a partial answer to research question four. Therefore, the researcher found it very important to assess the overall response from respondents on the effects of decisions made by School Board regarding students' discipline on the school climate. The overall results are presented in Table 4.6.

Table 4.6 Overall effects of Decisions on Students' Discipline to School Climate

Rt	N	Minimum	Maximum	Mean		Standard Deviation
	Statistic	Statistic	Statistic	Statistic	Standard error	Statistic
Valid N (list wise)	183	1	5	3.92	.43	0.731

Generally, in an attempt to measure if decisions made by School Board on students discipline had the positive or negative effects on the school climate, data in Table 4.6 showed that all 183 (100%) respondents agreed that decision by School Board had

positive effect on the school climate in government secondary schools in Tanzania. In calculating the degree of their agreement, the mean was determined in a scale with assigned numbers ranging from Strongly Disagree (1), Disagree (2), No Option (3), Agree (4) and Strongly Agree (5). In determining the response, respondents showed a good agreement (M= 3.92, SD=0.731.) which is high and positive state according to the scale used. This implied that the smaller the positive standard deviation suggests that respondents were in more agreement with one another than would be the case with a large standard deviation to the decision made by School Board on students' discipline having the positive effects on the school climate.

Any decision which is made by the School Board regarding students' discipline has far reaching implication and consequences for an individual student, parents, teachers and school as a whole. The qualitative data also did tally with the quantitative data in those decisions made by school Boards in government secondary schools which affects the school climate positively. Interviews from School Heads also revealed that decisions made by school Boards in government secondary schools affect the school climate positively. For example, the researcher interviewed one of the School Heads on what has been felt at school when a student has been suspended or dismissed by School Board regarding teacher-parent relationships aspect, the School Head from school S1 had this to say:

> *On the whole, majority of our parents and teachers have good relationships because they are involved at every stage of students' disciplinary procedures.*

In this study, engagement is the behaviour that revealed that a parent is with high involvement and alignment with school management in managing students'

discipline. During the course of interviews, Heads of School were requested to give their views on what has been felt in terms of parents' engagement at school when students have been suspended or dismissed from the school. The School Head from school S.12 said:

> *As the School Head, over seven years' experience mostly of the decisions made by the School Board on students' indiscipline cases most of the individual parents have been supporting us positively in managing their children discipline, despite the fact that very few parents have shown negative engagement.*

Furthermore, during the interview, this study sought to explore what were parent's feelings towards the decisions made by School Board on students' discipline to the school climate.

On one hand, the findings from the parents who subscribed to the effects of the decisions made by School Board to the school climate show that it had positive effects on the climate. This implies that the parents had developed positive feelings towards decisions made by School Board felt that it has made members of the school to respect one another. Parents also felt that School Boards' decisions made the school Board trustworthy. However, it was noted that there were some parents who were against the decisions made by School Board since they gave their views that School Board decisions do not improve students' behaviour. This implies that the quality School Board decisions on students' discipline are the cornerstone of a positive school climate. A school with positive climate has less student indiscipline. Furthermore, the parent added that the decisions made by the School Board to suspend or dismiss the student from the school on disciplinary ground had positive

effects on the school climate towards students' safety and security. This is derived

from the comments of one of the parent participants from school S8 who said that:

> *I believe that our school environment is a safe place for our children to stay and study. It is our children who are not wise enough to think about their future. Some of our children have been forming gang groups which endanger the general discipline of the school. The persistence of such indiscipline has led them to face acute punishment; otherwise they could have not been dismissed from the school.*

Regarding the aspect of trust among of the school community, parents explained

their confidence on how they perceived the decisions made by School Board on

students' discipline contexts. This was reflected in what one parent participants

from school S.6 said:

> *I was not worried about the decisions which were made by the School Board, I trust our board members. I was told that the law required them to dismiss a female student from school who got pregnant. However, she added that: we request our government to consider the possibility of re-admitting the victim student after her delivery to make her future life better.*

Another parent participant from school S10 added that he had cooperated with

School Board and he appreciated that the good relationships have made parents to

visit the school regularly to inquire academic progress of their children in his own

words:

> *I believe that I have a good relationship with members of the School Board and teachers. He added that; I have been visiting the school sometimes to know the academic progress and general behaviour of my daughter and I appreciate the good job done by teachers.*

As such, the parent's response from one of the secondary schools revealed that most

of the respondents were satisfied with the way decisions by the school board in

managing students discipline are made in government secondary schools. However few parents who were unhappy were likely to support their children to continue misbehaving and this was likely to affect the school climate negatively.

In regard to teaching and learning process, the researcher was interested in knowing what were the effects of suspension or expulsion of indiscipline students on school climate in terms of teaching and learning process. Through an interview with School Heads of twenty sampled schools, it was revealed that teaching timetable had not been affected. One of them commented as follows:

> *We normally conduct our board meetings according to the approved schedule. Unless teachers and students are very much involved in the incidence to the extent that affects the climate of the school. However, the compensation becomes necessary.*

The result of this study therefore, concurs with previous studies, which found out that decision making process had effects on the school climate either positively or negatively (Brown & Medway, 2007).

Moreover, managing students' discipline requires collaborative efforts of all stakeholders. Decision making process in managing students' behaviour was viewed by School Heads, chairpersons and parents as a move to bring together all members of the school community. In relation to parent engagement in managing students' discipline, one of School Head at school S11 said:

> *There is good interpersonal interaction within our school since in most cases parents, School Board members and staff have been collaboratively working towards managing students' discipline.*

During the field visit decision makers did not only just describe decision making process, but also what they experienced in decision making around them. They cited some frustrating situations encountered by School Board members in the course of managing students' discipline in government. This prompted the researcher to find out what exactly were the challenges faced in the decision making in managing students' discipline in government secondary schools. The information was collected from chairpersons and Head of schools. The results are as shown in Table 4.7

Table 4.6: Challenges Faced by the School Board Members in their Functions

Challenges	Frequency	Percentage
Lack of training after appointment	38	36
Financial constraints	32	31
Low School enrolment	23	22
Loss of bright students in case of pregnancy	12	11
Total	**105**	**100**

n=40

From Table 4.7, a good number of respondents (36%) revealed that lack of training on how to manage various issues after appointment was a big challenge. Another challenge encountered was inadequate fund to run the school. Almost a similar number of respondents (31%) were of the view that shortage of funds affected the efficiency in managing students' discipline. This implied that some activities in schools such as sitting allowances were no longer paid since the decision of government directed a ban of some contribution from parents. In this case very little may be done on the indiscipline students. The fact is that 22% of respondents were of the opinion that decisions by School Board on students' expulsion affected the

school enrolment and denied a student an opportunity to access secondary education. 11% of respondents were of the view that bright students, especially female students have been lost following an automatic expulsion due to pregnancy.

Chairpersons of School and School Heads were requested to make recommendations on what could be done in order to improve a decision making process. Their views on how to reduce aforementioned challenges in order to improve decision making process in the management of students' discipline in government secondary schools are presented in Table 4.8

Table 4.7: Ways   to Improve Decision Making on Students' Discipline

Suggestions	Frequency	Percentage
Capacity building for School Board members	38	32
Government should allocate more Capitation Grant	27	22
Review Education Act and discipline Regulations	23	19
Construction of Hostel for girls	20	16
Inculcate moral values on students to self-reliant discipline	14	11
Total	**122**	**100**

n=40

The findings in Table 4.8 show that most of the respondents (32%) highly recommended the capacity building for school board members upon their appointment. This implies that training could empower members with knowledge and skills for decision making process in managing students' discipline hence they could be able to know how to tackle students' discipline problems. A moderate number of respondents (22%) suggested that the Government of Tanzania could increase the fund for recurrent expenditure to enable schools to implement the

planned activities including the payment of sitting allowances for School Board members. This implied that some Board members have not been attending the meeting due to lack of allowances. Some respondents (23, 19%) suggested that Education Act and discipline regulation should be reviewed to give the School Board more powers on governing instead of advisory power reported to. This implied that currently, the School Board power in decision making process in managing students' discipline is limited. Moreover, 20 (16%) respondents had an option that hostel construction, especially for girls could be the solution for reducing pregnancy cases which seemed to be a big drawback for School Board in managing students' discipline. 14 (11%) respondents opted for indoctrination of moral values on students to self-managing of their discipline.

This chapter included characteristics of participants for this study which was developed to allow readers understand participants chosen to be part of this study. Therefore, the presentation of findings through the descriptive statistics was drawn from the data analysis as per research objectives and was discussed. The qualitative data presented the narrative as well as visual displays. Finally, the implication was presented to affirm the given results. The next chapter presented the discussion of the findings.

CHAPTER FIVE

5.0 DISCUSSION OF RESEARCH FINDINGS

5.1   Introduction

The study aimed at investigation of the effect of School Boards decision making in procedures on managing students' discipline in government secondary schools in Tanzania. Basically, this chapter presents the discussion of the main findings of the study. The discussion was done in the light of the four research objectives and questions which this study sought to achieve and answer and were linked to the literature reviewed namely: The dominant students' indiscipline behaviour which required school board intervention ; effect of methods that the School Boards used to communicate with the parents and students on issues related to students' discipline; effect of rational decision making procedures which School Boards employed to manage the students' discipline and effects of decisions made by School Boards on students' discipline to the school climate in government secondary schools.

5.2   The Dominant Students' Indiscipline which Required School Boards Intervention

This research objective was meant to explore students' indiscipline behaviour in government secondary schools which required School Board intervention. The results revealed that in all studied secondary schools, the majority of teachers and members of the school board identified truancy and pregnancy as dominant students' indiscipline behaviour. They were also in line with school heads, chairpersons of school board and parents who contended that most of the students were dismissed

from the school due to the truancy and pregnancy. Furthermore, very few teachers and members of the School Boards considered also the destruction of the school property as the students' indiscipline which required the attention of the school board. This could be the fact that most of the secondary schools in the study area were day secondary schools. The finding is supported by the Basic Education Statistics (BEST, 2014) which reported that truancy and pregnancy were students' indiscipline cases among the offenses experienced in government secondary schools. In addition, it was reported that most of the secondary schools in Tanzania were faced with the highest levels of truancy and pregnancy indiscipline among students. This argument also is supported by Yaghambe and Tshabangu (2013) who researched on the disciplinary network in secondary schools in Tanzania and discovered the pregnancy to be among students' most prevalent indiscipline behaviour. They cited that a great number of students were expelled from schools for being pregnant. Furthermore, parents confirmed in an interview with the researcher that their daughters were expelled from schools due to pregnancy. The researcher also discovered that all the studied schools faced the problem of truancy. This students' indiscipline behaviour was found to be one of the serious problems in secondary schools. This argument is supported by Yaghambe and Tshabangu (2013) who also concur with Tshabangu (2008) by noting that the most common behavioral problems among students include truancy, poor concentration in class, fighting, bullying, and destruction of other students' property, among others. The argument was also in line with Matsoga (2008) and Muneja (2013), who noted with concern that there were a wide spread of violence and misbehaviour in many secondary schools. According to them, common types of students' indiscipline acts experienced

in schools were fighting, insubordination, use of profanity, truancy, fighting among others. It was generally concluded that indiscipline behaviour disrupted the smooth functioning of schools in Tanzania and Botswana. It was noted that most of the students who are attending at the most sampled secondary schools are day scholars. It is therefore, due to distance to-and-from home that encourage indiscipline among students.

Although this study did not do much on drug abuse, this study finding indicates some degree of drug abuse exists among students in government secondary schools. The researcher related this to students' indiscipline behaviour as shown in Masitsa's (2008) study where substance abuse was listed among the students' indiscipline behaviour. Gulap, Safdar, Habib and Abdulah (2006) explicated this in a way that seemed to be a common thing in schools. Kaaya, Flisher, Mbwambo and Klempp (2008) also agreed with the sighted findings when they argue that sexual and drug abuse are among serious forms of indiscipline prevailing in Sub-Sahara Africa, Tanzania inclusive. In this situation, although no specific location in Tanzania is directly mentioned, participants insisted that actions be urgently taken to overcome the drug abuse indicator prevalent in our schools.

One can conclude that the significant number of students enrolled in secondary schools had not completed the secondary education cycle, and it is likely to affect the good efforts by the government of Tanzania establishing the secondary schools in every Ward to ensure that every pupil who passed primary school examinations advances to secondary education. Again, this implies that if these problems of

truancy and pregnancy could not be given a special attention by School Boards, many students would get lost and school dropouts could be increasing hence affecting the good political will and commitment of fifth phase Government of Tanzania on the provision of free secondary education.

5.3   The Effect of Communication Methods on Students' Discipline

This objective dealt with the means of communication used by School Board on indiscipline of students. The variables analyzed in this task were radio announcement, e-mail, school websites, mobile phones, telephone, written letters, students, staff and parents' assembly, and Ward Executive Officer. The findings discovered that in most of the sampled schools, written letter was the main method of communication used by school board regarding students' indiscipline matters. This is a traditional means of official communication in the public organization in Tanzania. This was supported by Moore (2015) who argued that written letters from schools motivated parents to participate in school activities when invited by management in Spain. Furthermore, teachers and members of the school board maintained that students' assembly was also used as a means of disseminating the information to students and parents over students' indiscipline behaviour in government secondary schools in Tanzania. The study also established that the School Boards have been using parents and students meetings to communicate students' indiscipline issues. Again the findings indicated that teachers and members of the school boards also affirm that their School Boards pay due care to their recommendations provided through the meetings. This argument was also supported by Kindiki (2009) who noted that the use of meetings and assemblies as main methods of communication

improved the interaction and relationship between school administration and students, which led to unity and peace among the school communities in schools in Kenya. In this study, it was also revealed that, staff meetings were among the top five means of communication especially on students' indiscipline issues in sampled secondary schools. This finding is supported by Helene (2008) who argued that secondary school staff in Sweden used their meetings to communicate among themselves on issues related to students' discipline. The analysis of the parents' responses shows that they had different observations concerning their knowledge on their children's suspension or expulsion from school. These observations could be categorized into four namely, written letter, mobile phone, Ward Executive and the individual student. These results are concur to parents' surveys done in Spain which discovered that in some incidences parents received information from schools about their children by means of letters (Moore, 2015).

The implication of the study was that, despite the availability of potential digital technologies especially e-mail, mobile phones and websites still, in practice, there was over-reliance on the use of written letter as a means of communication in most of sampled government secondary schools. This is supported with the IRMT (2007) report, which indicated that despite an indication of high demand for electronic application in government institutions, the majority of them were still using traditional methods of communication.

In this instance, it was noted that, continuous dependence on traditional methods of paperwork as a means of communication could delay information from school to

students' parents. As a result, this would affect decision making procedures regarding students' indiscipline matters. This argument is supported by Kihonge et.al. (2015) whom noted that the wide range use of digital technologies in public service organizations could fasten decision making process and provision of services.

5.4   The Effect of Education Regulations Procedure on Students' Discipline

The rational and rigorous decision making process as analyzed in the literature review is divided into seven steps namely; identification of the problem, the establishment of goals and objectives, generation of alternatives, evaluation of alternatives, choosing an appropriate solution, converting the choice into effective action and evaluation of implementation. The results revealed that teachers, school board members, chairpersons as well as School Heads perceived decision making as the process. Furthermore, the majority of respondents confirmed that School Board have been identifying students' indiscipline problem as the initial step in decision making process. This was also supported by Babyegeya (2002) and Teklemariam (2009) who suggested that in order to arrive at a decision a manager goes through a series of systematic related process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

These steps in decision making process could help School Board make extra deliberate thoughtful decisions by organizing relevant information and defining alternatives before arriving at conclusion. This approach could increase the chances that School Board chooses the most satisfying alternative as possible to the solution. The study also revealed that in some incidences students were given suspension

pending decisions made by School Boards. For example, the actions have been taken where an individual student has undergone pregnancy mandatory testing and been found positive. This finding is in line with Education Act   No.25 of 1978 revised 2002 which directs the School Head to suspend a student for not more than twenty-one days pending to School Board decisions.

Research findings from sample secondary schools also confirmed that despite the problem of availability of Education Act and its regulations in most of visited schools, School Boards, to some extent, were able to look critically at numerous options. This enabled the School Board to avoid the possibility of their decisions to be nullified by higher authorities. This means that in many cases decisions made by School Board were critically considered the rule of law. This argument is supported by Education Act.No.25 of 1978 revised 2002 which directs school board making decision process to observe the government directives. A good number of teachers and members of the School Board agreed that decision reports over students' indiscipline have been submitted to the office of Council Directors in form of minute meetings.

The majority of teachers and members of the school board confirmed that, to some extent, the School Board followed rational steps in decision making in managing students' discipline depending on the nature of students' indiscipline. This argument is supported by a conclusion made by Oduro (2007) that rational steps in decision making process regarding students discipline reflected the good governance. He further argued that the school board that follows rational decision process avoids the

unnecessary grievances from students and parents. This argument was also supported by Soneson (2005) who found that certain types of students' problems required the particular rational process with adequate information to decision making.

However, this study established that formal disciplinary interviews for the suspected students by School Management have not been held in most of the schools before imposing the suspension. None of the copies of minutes School Management Team gave to the researcher reflected the description of students' defensive statements. This means that sometimes decision made by the School Board without adequate offender's information could end up in total dissatisfaction in schools. Thus, as a result this could be likely to develop anger among the students and lead to more acts of indiscipline, which may affect school climate negatively.

This study also established that in all sampled schools, after decisions by the School Board, Heads of School did not inform in the parents, the guardian or the students writing and neither were the students made aware of their right to appeal to Regional appeal board in case of dissatisfaction. This means that in most of the decisions passed, at times, accused students were not given an opportunity to address their dissatisfaction against that decision made by School Board. This would affect the well-being of the school community and its performance. This argument is supported by Hunt (2004) as well as Olorunsola and Olayami (2011) who argue that decision making process affects the performance of a school or school district and the welfare of its stakeholders such as students, teachers, parents, and the community.

Despite the fact that these decision making procedures employed by School Boards in sample area were not typically rational as suggested by Simon (1993), to some extent, they reflected the sense of rationality since in some occasions they adhered to the set of guiding rules of deduction and logic. The argument was also in line with von Neumann and Morgenstern (1947) who noted that rational decisions have been the product of careful thought among decision makers. On this basis, there were some considerable rational steps demonstrated by School Boards in decision making in sampled schools especially where the decisions over students' indiscipline were adhering to Education Act and its directives. However, with the exception of a few secondary schools in all studied schools, copies of documents such as Education Act, Regulations and Circulars which guide decision making over students indiscipline were not available when requested by the researcher for documentary review during the field visit.

5.5   The Effects of Decision on Students' Discipline to School Climate

With regard to the effects of decisions made by School Boards on students' discipline to the school climate in government secondary schools, the study results show that decisions by school boards have an influence on various issues of school climate. Furthermore, the results show that some degree of improvement of parents' engagement resulted from school board decision making process regarding students' discipline matters. The researcher related this involvement of parents in decision making as identified by Brown and Medway's (2007) study which shows that decision making process affects the parents' participation in school development issues. Again these findings were analyzed along with the observation by

Sergiovanni (1999) that schools are unique environments which contain a number of stakeholders with different perspectives and feelings, in that case, the quality of the school's climate rests with the outcomes associated with the decisions made by its leaders. This is in line with Hoy, Tarter and Bliss (2004) who observed that an improved school climate is positively influenced by staff morale, interaction and ultimately student learning which the rationale for the school existence is recognized by education stakeholders.

The majority of teachers and members of the school board in the sampled schools agreed that decisions made over students' discipline were very crucial for improving students' behaviour and strengthening school community relationships. They were also in line with parents who contended that they had a good relationship with members of the school board and teachers. This was in agreement with Dixon's (2008) findings which have classified aspects of school climate such as students' behaviour and parent willingness to support school development activities as the outcome of decisions by those responsible for decision making in schools.

Results also show that some parents had positive attitudes towards the school boards due to decisions they made over students' indiscipline matters. Mistry (2003) confirmed further when he said that school decision on students' discipline has an influence on the school climate especially when members of the school community have been involved. On their side, School Heads believed that decisions made by School Boards over students' discipline have influenced good interpersonal interaction among parents, teachers and School Board within their schools. The

results were in line with Scallion (2010) who endorsed that a climate is a property of the school and that the parents, students, staff and administrators experience the climate in their interactions with the school. Therefore, in other words, it is believed that individuals experience the school climate through their interactions within the school. Individuals include students, staff, parents, teachers, members of the School Board and the wider school community. Again, parents believed that School Boards' decisions over students' discipline were important because they perceived school environment to be a safe place for their children to stay and study. This is also supported by Sackney (1988), who argued that school climate promotes students school life. This finding is important in the sense that it shows the effects of decision making process over students' discipline to the school climate.

In this study, it was also revealed that most of the parents were positive with decisions made by School Boards and they also perceived schools as safe and conducive environments that offer good education to their children. This finding is also supported by Wiggins (1972) who argues that there is the existence of a close relationship between school climate and student discipline. Similarly, both Hoffman et.al (2009) and Hoy et.al (2004) hold the view that a positive school climate impacts students in positive ways while negative climate impacts students negatively. Some parents argued that, as parents, they trust teachers, members of the School Boards and Heads of Schools surrounding the community.

This implies that current implementation of the Education and Training Policy (ETP) of 2014 whose success is depends on conducive positive school climate with support

of all stakeholders, is necessary to decision makers at all levels of education to use this discussion results for further research and practice. Again it implies that overall majority of the parents and teachers were positive about School Boards decision making procedures in managing students' discipline in visited government secondary schools, though sometimes a few of the parents and teachers were not satisfied with those decisions due to their personal interest.

Since the School Board members raised concern about the challenges that have been faced in decision making process over students' indiscipline, they were given an opportunity to suggest the way that they think could be done in order to improve the situation. They had various suggestions. The study indicated that majority of participants were aware that capacity building is very crucial to school board members to widen their knowledge base. Moreover, this study revealed that capacity building for members of the school board is the responsibility of the Central Government through LGAs but in all sampled schools, no School Boards had ever attended any training. This has resulted to low confidence among School Board members in performing their duties. In addition, the study discovered that some members were using their experience because the majority of them were retired public servants at senior official positions.

The study also revealed that School Boards were not able to execute their mandatory functions. For instance, School Board could not hold their meetings as required by the Education Act and various regulations issued by the Ministry of Education, Science and Technology due to financial problems. As a result many issues related to

students' discipline in the studied government secondary schools were neither discussed nor resolved timely. The Education Act No. 25 of 1978 as amended from time to time and its underlying Regulations of 2002 because this Act makes provision which directs all School Boards to meet at least four meetings annually. This implies that directives were not fully implemented in these sampled secondary schools. The findings further showed that schools' internal efficiency in sampled schools was affected, because of students who were expelled from school as a result of indiscipline behaviour which, consequently, affected the school enrolment rate.

Furthermore, the findings of the study show that, for instance, pregnant students expelled from or forced to drop out of school were followed by and permanently excluded from government schools. These students were deprived of their right of access to education. This finding is supported by the Tanzania law of child Act No.21 of 2009 which states that a person shall not deprive a child access to education. In addition, to strengthen its enforcement of the right to education, this law introduces critical amendments to the Education Act, including a requirement that no child of the age of seven or above shall be refused enrollment. In this case, refusing to re-admit a pregnant student after delivery contravenes the national and international human rights law.

What the members of School Boards recommended appear to be within the capacity of the Government of Tanzania. This could imply that if the issue will not be addressed, it will continue to affect decision making process not only for students' discipline issues but also other issues such as student achievement, school enrolment,

and development projects and parent-teacher relationships, all of which management

of good discipline in schools intend to serve and enhance.

CHAPTER SIX

6.0 RESEARCH SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study. It is divided into three sub-sections. The first one presents summary of the study. The second presents summary of research findings. The third section presents conclusions and finally recommendations and areas for further research.

6.2   Summary of the Study

The study investigated the effect of School Boards' decision making procedures on managing students' discipline in government secondary schools in Tanzania. In particular, the objectives of the study were: to explore the dominant students' indiscipline behaviour which requires school board intervention, to examine the effect of communication procedures in managing students' discipline, to evaluate effect of stringent decision making procedures on students' discipline based on stipulated Education Regulations and examine the effect of School Board's decisions on the school climate in government secondary schools. The study is significant because it adds knowledge to existing literature on the role of School Boards' decision making procedures on improving the management of students' discipline in secondary schools.

In addition, policy makers, decision makers, School Board members, teachers researchers and numerous stakeholders are informed on the effect of School Boards'

on managing students discipline. Moreover, the main variables of the study were drawn from the Rational Decision Making Theory. The theory informed that decision makers analyze a number of possible alternatives from different scenarios before selecting a choice. Therefore, the current study broadens this theory by presenting the practices of School Boards' decision making procedures in government secondary schools in Tanzania. Again, it adds to theory the frustrating situations that are encountered in decision making process and hence limit effective students' discipline management.

The study was conducted around Lake Victoria Zone and four Regions were involved namely Kagera, Geita, Mwanza and Shinyanga. The study involved 285 respondents of which 183 participated in the study by completing the questionnaires whereby 105 were teachers, 78 members of the School Boards and Heads of Schools, chairpersons of School Boards and parents participated by responding to semi-structured interview questions. All respondents were drawn from government secondary schools.

6.3   Summary of the Research Findings

After data analysis, interpretation, presentation and discussion, the following were major issues related to the effect of School Boards' decision making procedures on managing students' discipline. In brief the findings of this study were as follows:-

   i)   The general findings of this study revealed that in sampled secondary schools, truancy and pregnancy turned out as dominant students' indiscipline behaviour which required the intervention of School boards. Furthermore, the

results showed that truancy was the highest dominant indiscipline problem experienced in all studied secondary schools.

ii) Regarding the communication procedures used by the School Boards to communicate with parents on issues related to students' discipline, it was found out that most of the secondary schools were over-relying on written letter as the major method of disseminating information to respective parents. Also, a good number of participants indicated that students' assembly was used as means of disseminating information to parents and students on issues related to students' discipline in government secondary schools in Tanzania. The study discovered that electronic communication methods (e.g. mobile phones and e-mail) were not widely used in most of the visited secondary schools. This was regarded as the factor that affect the management of students discipline because once communication is methodical and precise, decisions tend to be more informed, wise and effective.

iii) With regard to rational decision making procedures and education regulations which School Boards employed in managing students' discipline, it was noted that despite the fact that decision procedures followed by School Boards were not rigorous to rational process, to some extent, they demonstrated some rationality. It was also found out that decision making procedures vary widely from school to school apart of procedures directed by Education Regulations. However, it was noted that in the majority of sampled secondary schools, the documents with prescription of decision making procedures guidelines issued by Ministry responsible for Education were not

available for reference by decision makers. This was likely to affect the possibility of stringent process on managing students' discipline.

iv) With reference to the effects of the School Boards' decisions on the school climate, the study revealed that decisions made by School Boards matter a lot on the school climate in all sampled schools. It was found that School Boards practice more rational decision making are innovative, attractive, effective and productive. Overall, the study showed that in the views of the majority, participants were satisfied with the school boards' decision making procedures. This implies that they were positive about decisions made by School Boards.

6.4   Conclusions

The purpose of this study was to investigate the effect of School Boards' decision making procedures on managing students' discipline in government secondary schools in Tanzania. Based on the discussion of the findings, the conclusions were drawn as follows:-

The first objective sought to explore indiscipline behaviour which required school board intervention in government secondary schools in Tanzania. Regarding the first research objective, the study found out that despite other students' indiscipline behaviour in our schools, truancy and pregnancy were highly noticeable students' indiscipline which required the intervention of the school boards. Therefore, it was concluded that educational stakeholders have not done enough in reducing students'

indiscipline because in sampled schools, truancy and pregnancy indiscipline have been increasing at an alarming rate.

The second objective sought to examine the effect of means of communication which School Boards used to communicate with the parents and students on issues related to students. Numerous variables related to communication were analyzed and discussed. From the discussion of the findings, it was noted that written letter has been used in most visited secondary schools as the most official means of communication over students' discipline. It was also found out that students' assembly, parents and staff meeting were fairly used on some occasions to disseminate information to parents and students. It can be concluded that digital technologies especially e-mail, mobile phones and websites were not widely applied as means of communication in most sampled schools. This tendency could cause the delay of information hence affect the entire decision making procedures on students' discipline.

The third objective was to evaluate the effect of rational decision making procedures employed by School Boards in managing the students' discipline based on procedures consistent with dictates of the education Regulations. The findings indicated that despite the fact that there were disparities in procedures employed by one School Board to another, to some extent, it can be concluded that school boards partly demonstrated rationality in decision making procedures over students' discipline matters though majority were not trained since their appointment and had no guideline manuals. However, the findings indicated that in all sampled schools

after ruling comes out aggrieved parents were not informed in writings their right to appeal to the Regional Appeal Board against the decision as per the Education Act No.25 of 1978. Thus, it can be concluded that School Boards' failed, neglected or refused to conclude their decision in a manner consistent with the dictates of the Education Act on students' discipline regulations. This was found to be so in that the decision making guidelines were not in place, the school board members were not aware of the stringent procedures, for they did not know the contents of the documents on managing students' discipline.

The fourth objective focused on the effects of School Boards' decisions on the school climate. From the analysis and discussion of research findings on the effects of decisions made by School Boards on students' discipline to the school climate, the researcher concluded that respondents through questionnaires and interviews had shown that School Board decisions matter a lot. Therefore, based on the data analysis and discussion it is also concluded that School Boards decisions over students' discipline matters were the main force in shaping the school climate (e.g. teachers-parents relationships, academic performance and students' discipline). This is an indicator of a positive school climate since schools with positive climates tend to have less students' discipline problems.

6.5   Recommendations

This study investigated on the effect of School Boards' decision making on managing students' discipline in government secondary schools in Lake Victoria Zone in Tanzania. Based on the findings and conclusions, the following

recommendations are made with the aim of the improving School Boards' decision making processes on the management of students' discipline. Specifically, these recommendations are important to educational managers, decision makers and policy makers and decision making agencies such as President's Office-Regional Administration and Local Government (PO-RALG), Ministry of Education, Science and Technology (MoEST) and LGAs.

6.5.1 Proactive Modes on Managing Students' Discipline

In order to improve the decision making process on students' discipline, management, deliberate efforts by policy makers and stakeholders such as President's Office-Regional Administration and Local Government (PO-RALG), Ministry of Education, Science and Technology (MoEST) and LGAs should be more proactive instead of reactive decisions for expelling indiscipline students. This implies that stakeholders should put in place effective preventive measures for instilling discipline in students. This should be done through active partnership among the parents, the school and religious organizations charged with responsibility of provision of moral training for children to ensure that sound moral education is given to children. Working together will help these stakeholders of education to prepare and nurture our children with spirit of the fear of God. This may be a way of helping to resolve the students' indiscipline and fighting against all evils in our societies. Furthermore, stakeholders should intensify hostel services especially for girls.

6.5.2 Re-admission of Expelled Students from Schools

The findings revealed that most students, especially female students, have been lost on the way before their completion since they have been automatically expelled from schools in case medical examination report proved them pregnant. Students' tendency to drop out of school is related to life-long negative effect to the individual and at community levels. Thus, participants recommended that government through Ministry of Education, Science and Technology should find out a solution on how to re-admit expelled students through special programme (e.g. Complementary Secondary Education in Tanzania), because expulsion denied students access to secondary education to fulfill their dreams.

6.5.3 Use of Electronic Technologies in Communication

In order to improve the wide use of digital communication on school management matters, it is greatly recommended that the Government should assume its overall responsibility of creating conducive environment. This can be through supplying infrastructure and connecting schools with National Optic Fiber services which will enable schools to use electronic technologies in communication and provision of services.

6.5.4 Organization of Capacity Building for School Board Members

The results revealed that the majority of School Board members were complaining over lack of training upon their appointment. It is therefore, recommended that in order to improve the decision making process on students' discipline matters, deliberate efforts by policy makers and stakeholders such as President's Office-

Regional Administration and Local Government (PO-RALG), Ministry of Education, Science and Technology (MoEST) should jointly organize capacity building for School Board members after their appointment in order to enable them assume their mandatory roles and responsibilities effectively and efficiently. This can be done by taking them to seminars and workshops where they will broaden their understanding, knowledge and skills not only on quality decision making on students' discipline matters but also other issues in secondary schools management.

6.5.5 Distribution of Education Regulations and Circulars

The question of legal documents such as Education Regulations and circulars was one of the critical issues raised in this study. Participants claimed that the Council Directors had not supplied them with these important guidelines which would enable school boards in effective decision making process but majority had taken advantage of being retired public senior officers to undertake the process. This led to, some extent, School Boards' failure in conducting decisions in manner consistent with the dictates of the Education Act No.25 of 1978 and its subsequent amendments No.10 of 1995. It is therefore, recommended that government through LGAs should ensure that these working documents are available and in use in schools for effective decision making procedures on students' discipline.

6.6 Suggestions for Further Research

The following were the recommendations for further research.

A comparative study should be conducted in other regions on effect of school boards' decision making procedures on managing students' discipline in government

secondary schools in Tanzania so as to compare the findings with those of regions involved in this study.

This study was designed to investigate the effect of School Boards' decision making on managing students' discipline in government secondary schools and data and sample were drawn from government's secondary schools. Notably, the current study did not examine the decision making in private secondary schools therefore; it would be useful to have a comparative study.

Another recommendation is the replication of this study by employing different population and different Models rather than rational decision making model and come up with results that can be compared and contrasted with those found in this study in order to help School Board members on how to improve decision making procedures on managing students' discipline.

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APPENDICES

Appendix A: Questionnaire for School Board Member

BUKOBA DISTRICT CONCIL

P.O.BOX 491,

BUKOBA

KAGERA

Dear Participant,

I am conducting research on the "**effect of School Boards' decision making on managing students' discipline in government secondary schools in Lake Victoria Zone, Tanzania".** This study is for academic purposes, as a requirement for the award of Doctor of Philosophy in Education at the Open University of Tanzania. I am therefore kindly requesting you to answer this questionnaire. I shall treat the information with utmost confidentiality. The success of this research is fully depending on your responses.

Thanking you for your co-operation,

Kamugisha Themistocles Stephen

(PhD Student)

SECTION A: DEMOGRAPHIC INFORMATION

Please in this section, you are requested to indicate by a tick (√) the alternative

about your background information that is most appropriate

How long have you been a member of School Board in this school? One

term is equivalent to four years?

One term   [   ]

Two terms   [   ]

More than two terms   [   ]

SECTION B: THE DOMINANT STUDENTS' INDISCIPLINE BEHAVIOUR

WHICH REQUIRE SCHOOL BOARD INTERVENTION.

1. Please in this section you are kindly requested to indicate by a tick (√) what

    extent in your opinion, (**1=Never, 2=Seldom, 3=Sometimes, 4=Often,**

    5=Always) to show the dominant students' indiscipline behaviour which require

    school board intervention in government secondary schools.

No.	Aspects of indiscipline behaviour	Never	Seldom	Sometimes	Often	Always
i.	Drug taking					
ii.	Wedlock/Marriage					
iii.	Destruction of school property					
iv.	Theft					
v.	Pregnancy					
vi.	Cheating in National Examinations					
vii.	Truancy					
viii.	Demonstrations/strike					
ix.	Criminal offences					
x.	Defiance of teachers					

SECTION C: METHODS THAT THE SCHOOL BOARDS USE TO COMMUNICATE WITH THE PARENTS AND STUDENTS ON ISSUES RELATED TO STUDENTS' DISCIPLINE.

2.   Please in this section , you are kindly requested to tick (√) the right alternative that, fits your opinion (**1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always**) on each method used by School Board to communicate with the parents and students on issues related to students' discipline in your school as follows:-

No.	Indices of communication practice	Never	Seldom	Sometimes	Often	Always
i.	Radio announcement					
ii.	e-mail messages					
iii.	School web-site					
iv.	Mobile phones					
v.	Telephone					
vi.	Written letter					
vii.	Students assembly					
viii.	Parents meetings					
ix.	Individual student informal meeting					
x.	Staff meeting					
xi.	Ward Executive Officer					

SECTION: D SECONSEQUENCE USE OF EDUCATION REGULATIONS ON STUDENTS' DISCIPLINE MATTERS

3.   Please in this section you are kindly requested to indicate by a tick (√) what extent in your opinion, (**1=Never, 2=Seldom,3= Sometimes, 4=Often, 5=Always**) on each of the procedure applies to your school by School Board in decision making process on students' discipline.

S.N	Procedures in the decision making	Never	Seldom	Sometimes	Often	Always

S.N	Procedures in the decision making	Never	Seldom	Sometimes	Often	Always
i.	School Management identify students' indiscipline problem					
ii.	School disciplinary Committee meets to discuss the ground for suspension					
iii.	A formal disciplinary interview is held with the student prior to impose a suspension					
iv.	Students suspension is imposed before the outcome of the decisions by the School Board					
v.	Notification on suspension is made in writing to the student or the guardian with details of all allegations relating to the incident					
vi.	Deliberate efforts are taken to ensure that the notification on suspension is timely delivered to the student or the guardian					
vii.	The School Board call for a disciplinary proceeding interview records held with the student prior to impose the suspension					
viii.	The School Board makes decision after a formal hearing of two parties in order to get credible evidence					
ix.	The School Board informs the student's parents the decision in writing and state the right to appeal the decision to Regional Commissioner					
x.	The School Board submits the report to higher authorities.					

SECTION E: CONSEQUENCE OF DECISIONS MADE BY SCHOOL BOARD ON STUDENTS' DISCIPLINE TO THE SCHOOL CLIMATE

4. Please in this section , you are kindly requested using the key given to tick (√)

the right alternative that, fits your opinion on the effects of decisions made by

School Board on students' discipline to the school climate as follows:-

1=Strongly Disagree, 2=Disagree, 3 =No Option, 4 =Agree, 5= Strongly Agree

No	School climate themes	1	2	3	4	5
i.	The School Board decisions on students' discipline improve parents engagement in managing the discipline of their children					
ii.	The School Board decisions on students' discipline make members of school community respect one another					
iii.	The School Board decisions on students' discipline enhance effective communication in a school					
iv.	The School Board decisions on students' discipline ensure that students are punished for the right cause					
v.	The School Board decisions on students' discipline improve teachers-parents relationships					
vi.	The School Board decisions on students' discipline make teachers and parents collaborate well with School Board					
vii.	The School Board decisions on students' discipline improve students' behaviors					
viii.	The School Board decisions on students' discipline make school environment to be attractive					
ix.	The School Board decisions on students' discipline improve trust among the school community					
x.	The School Board decisions on students' discipline improve teaching and learning process					

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE

Appendix B: questionnaire for secondary school teachers

BUKOBA DISTRICT CONCIL

P.O.BOX 491,

BUKOBA

KAGERA

Dear Participant,

I am conducting research on: "**the effect School Board decision making on managing students' discipline in government secondary schools in Lake Victoria Zone, Tanzania".** This study is for academic purposes, as a requirement for the award of Doctor of Philosophy in Education at the Open University of Tanzania. I am therefore kindly requesting you to answer this questionnaire. I shall treat the information with utmost confidentiality. The success of this research is fully depending on your responses.

Thanking you for your co-operation,

Kamugisha Themistocles Stephen

(PhD Student)

SECTION A: DEMOGRAPHIC INFORMATION

Please in this section, you are requested to indicate by a tick (√) the alternative

about your background information that is most appropriate

How long have you been a member of Discipline Committee in this

school?

One year   [   ]

Two years   [   ]

More than two years   [   ]

SECTION B: THE DOMINANT STUDENTS' INDISCIPLINE BEHAVIOUR

WHICH REQUIRE SCHOOL BOARD INTERVENTION.

5.   Please in this section you are kindly requested to indicate by a tick (√) what

extent in your opinion, (**1=Never, 2=Seldom, 3=Sometimes, 4=Often,**

5=Always) to show the dominant students' indiscipline behaviour which require

school board intervention in government secondary schools.

No.	Aspects of indiscipline behaviour	Never	Seldom	Sometimes	Often	Always
xi.	Drug taking					
xii.	Wedlock/Marriage					
xiii.	Destruction of school property					
xiv.	Theft					
xv.	Pregnancy					
xvi.	Cheating in National Examinations					
xvii.	Truancy					
xviii.	Demonstrations/strike					
xix.	Criminal offences					
xx.	Defiance of teachers					

SECTION C: METHODS THAT THE SCHOOL BOARDS USE TO COMMUNICATE WITH THE PARENTS AND STUDENTS ON ISSUES RELATED TO STUDENTS' DISCIPLINE IN GOVERNMENT SECONDARY SCHOOLS

6.   Please in this section , you are kindly requested to tick (√) the right alternative that, fits your opinion (**1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always**) on each method used by School Board to communicate with the parents and students on issues related to students' discipline in your school as follows:-

No.	Indices of communication practice	Never	Seldom	Sometimes	Often	Always
xii.	Radio announcement					
xiii.	e-mail messages					
xiv.	School web-site					
xv.	Mobile phones					
xvi.	Telephone					
xvii.	Written letter					
xviii.	Students assembly					
xix.	Parents meetings					
xx.	Individual student informal meeting					
xxi.	Staff meeting					
xxii.	Ward Executive Officer					

SECTION: D EFFECTS OF REGULATIONS ON STUDENTS' DISCIPLINE MATTERS

7.   Please in this section you are kindly requested to indicate by a tick (√) what extent in your opinion, (**1=Never, 2=Seldom,3= Sometimes, 4=Often, 5=Always**) on each of the procedure applies to your school by School Board in decision making process on students' discipline.

S.N	Procedures in the decision making	Never	Seldom	Sometimes	Often	Always
i.	School Management identify students' indiscipline problem					
ii.	School disciplinary Committee meets to discuss the ground for suspension					
iii.	A formal disciplinary interview is held with the student prior to impose a suspension					
iv.	Students suspension is imposed before the outcome of the decisions by the School Board					
v.	Notification on suspension is made in writing to the student or the guardian with details of all allegations relating to the incident					
vi.	Deliberate efforts are taken to ensure that the notification on suspension is timely delivered to the student or the guardian					
vii.	The School Board call for a disciplinary proceeding interview records held with the student prior to impose the suspension					
viii.	The School Board makes decision after a formal hearing of two parties in order to get credible evidence					
ix.	The School Board informs the student's parents the decision in writing and state the right to appeal the decision to Regional Commissioner					
x.	The School Board submits the report to higher authorities.					

SECTION E: CONSEQUENCE OF DECISIONS MADE BY SCHOOL BOARD ON STUDENTS' DISCIPLINE TO THE SCHOOL CLIMATE

8. Please in this section , you are kindly requested using the key given to tick (√)

the right alternative that, fits your opinion on the effects of decisions made by

School Board on students' discipline to the school climate as follows:-

1=Strongly Disagree, 2=Disagree, 3 =No Option, 4 =Agree, 5= Strongly Agree

No	School climate themes	1	2	3	4	5
i.	The School Board decisions on students' discipline improve parents engagement in managing the discipline of their children					
ii.	The School Board decisions on students' discipline make members of school community respect one another					
iii.	The School Board decisions on students' discipline enhance effective communication in a school					
iv.	The School Board decisions on students' discipline ensure that students are punished for the right cause					
v.	The School Board decisions on students' discipline improve teachers-parents relationships					
vi.	The School Board decisions on students' discipline make teachers and parents collaborate well with School Board					
vii.	The School Board decisions on students' discipline improve students' behaviors					
viii.	The School Board decisions on students' discipline make school environment to be attractive					
ix.	The School Board decisions on students' discipline improve trust among the school community					
x.	The School Board decisions on students' discipline improve teaching and learning process					

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE

Appendix C: Interview Guide for School Head

SECTION A: DEMOGRAPHIC INFORMATION

How long have been Secretary to School Board in this school?. One term is equivalent to four years.

        One term   [   ]

        Two terms   [   ]

        More than two terms   [   ]

1. What are the dominant students' indiscipline problems which have been experienced here and which required the School Board intervention?

2. What are communication methods do your School use to disseminate information to parents and students on issues related to students discipline in your school?

3. What are decision making procedures which School Board follows in decision making when indiscipline problem occur? Please, can you describe them in a rational sequence order?

4. What effect does suspension or dismissed of indiscipline students have on school in terms of the following aspects?

    i.   teachers-parent relationships,

    ii.   students-teachers relationships,

    iii.   teaching and learning process,

    iv.   communication among school community members,

    v.   respect among school community members

vi.   trust among teachers, parents and School Board

vii.   Parents engagements in managing student discipline

5. What challenges do you encounter as School Board in decision making process in managing students discipline in your school? ....………..

6. What are your recommendations on how to reduce the challenges faced   in order to enhance decision making process in managing students' discipline in your secondary school?

....

..

Appendix D: Interview Guide for Chairperson of School Board

SECTION A: DEMOGRAPHIC INFORMATION

How long have you been a Chairperson of School Board in this school? One term is equivalent to four years.

One term	[	]
Two terms	[	]
More than two terms	[	]

1. What are the dominant students' indiscipline problems which have been experienced here and that management brought to School Board for decisions?

2. What are communication methods do your School use to disseminate information to parents and students on issues related to students discipline in your school?

3. What are decision making procedures which School Board follows in decision making when indiscipline problem occur? Please, can you describe them in a rational sequence order?

4. Describe what were the students and parents feeling or reaction to the decisions made by School Board on students' indiscipline problems towards the following aspects:

    i. The school community members respect one another.

    ii. The trust among teachers, parents and School Board.

    iii. The parents' engagements in managing student discipline.

iv. The parent-teacher relationships.

v. The improvement of students' behavior.

5. What are the challenges do you encounter as School Board in decision making process in managing students' discipline in your school?

....……

....

....

6. What are your recommendations on how to reduce the challenges faced   in order to enhance decision making process in managing students' discipline in your secondary school?

....

....

....

Appendix E: Interview Guide for Parents

1. How did you get to know from School Management that your child had indiscipline problem which led to suspension/expulsion?

2. What was the indiscipline behaviour (s) that that led to suspension/expulsion of your child?

3. What were your feelings to the decisions made by the School Board to suspend or dismiss your children from the school on disciplinary ground towards the following aspects:-

    i.   makes school community members respect one another (Yes/No)

    ii. improves trust among teachers, parents and School Board (Yes/No)

    iii. enhances engagements in managing student discipline (Yes/No)

    iv. improves parent-teacher relationships (Yes/No)

    v.   improves students' behavior (Yes/No)

Appendix F: Documentary Review

Name of school..Council...

Region..Date...

Concept/Domain	Documents to be availed	Data Required	Remarks
Practices used to disseminate information to the parents and students on discipline issues	Students' discipline File Students personal File	Communication methods	
School Board decision making procedures	School Board Meeting Schedules File, Students personal File, School Management Team meetings file	Student's Suspension/expulsion procedures	
Students' indiscipline behaviour that dominate	Meeting Schedules Discipline Committee Meetings file, Corporal punishment administration Log book	Students' indiscipline behaviour that dominates in three years past (2012-2014)	
Effect of decisions by the School Board to the school climate	Parents meetings File, Students assembly File,	Resolutions on students' discipline minute	

Appendix G: Results of the Test-Retest Reliability Estimates for Teachers

Variable	Item Number per section	Number of Items	Cronbach's Alpha coefficient value
Dominant students indiscipline behaviour	Section: B (item i-x)	10	.82
Communication Practices	Section: C (item i-x)	10	.83
School Board decision making process	Section: D (item i-x)	10	.86
Effects of decisions made by School Board	Section: E (item i-x)	10	.79
Cumulative sections	All items	40	.78

Appendix H: Results of the Test-Retest Reliability Estimates for Board Members

Variable	Item Number per section	Number of Items	Cronbach's Alpha coefficient value
Dominant students indiscipline behaviour	Section: B (item i-x)	10	.78
Communication Practices	Section: C (item i-x)	10	.76
School Board decision making process	Section: D (item i-x)	10	.83
Effects of decisions made by School Board	Section: E (item i-x)	10	.72
Cumulative sections	All items	40	.73

Appendix I: Results of Content validity Index from (SMEs)

Sections	No. of Items	Very Relevant	Quite Relevant	Somehow Relevant	Not Relevant	CVR Strict	CVR Relaxed
Section: B	10	10	0	0	0	1.00	1.00
Section: C	11	8	2	0	0	0.45	1.00
Section: D	11	11	0	0	0	1.00	1.00
Section: E	10	9	0	0	1	0.80	0.80
CVI						**0.81**	**0.95**

Appendix J: Research clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

25/07/2016

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

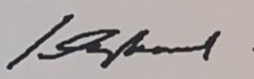TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr. Kamugisha Stephene Themistocles with Reg. PG HD/E/108/T.13 who is a PhD student at the Open University of Tanzania. By this letter, Mr. Themistocles has been granted clearance to conduct research in the country. The title of the research is "SCHOOL BOARD DECISION MAKING IN MANAGING STUDENTS' DISCIPLINE IN GOVERNMENT SECONDARY SCHOOLS IN TANZANIA" The research will be conducted at Kagera, Geita, Mwanza and Shinyanga Regions.The period which this permission has been granted is from 01/08/2016 to 31/10/2016.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATIVE AND LOCAL GOVERNMENT

GEITA REGION
Address: "ADMIN"

Telephone No.: 028 – 2520025
028 – 2520035
Fax. No.   028 - 2520033
Email ras.geita@tamisemi.go.tz

REGIONAL COMMISSIONER'S, OFFICE
P. O. Box 315,

G E I T A.

Ref. No. DA.153/325/01/181   22nd July, 2016

District Executive Director,
Chato District Council,
P.O. Box 116,
CHATO.

RE: **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH**

The above heading is concerned.

I hereby introduce to you Mr. Kamugisha Stephen Themistocles who is a PhD student with the Reg. No. PGHD/E/108/T.13 at the Open University of Tanzania (OUT).

He is about to conduct a research in Chato District from 1st August to 31st October, 2016.   The title of his research is "**School Board decision making in managing students' discipline in government secondary schools in Tanzania**"

We kindly request your office to provide him with whatever assistance needed in conducting his research.

Upon completion of the study a researcher is obliged to give written feedback on the findings of his research to the Regional Administrative Secretary.

With Regards'

Frank F. Mashauri
For: **REGIONAL ADMINISTRATIVE SECRETARY**
GEITA

For: REGIONAL ADMINISTRATIVE
SECRETARY – GEITA.

1

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MWANZA REGION:
Address : "REGCOM"
Telephone No: 028 – 2500690
Fax:028-2541242/2501057
In Reply please quote:
Email:rasmwanza@pmoralg.go.tz
In reply Please Quote:

REGIONAL COMMISIONER'S OFFICE,
P. O. BOX 119,
MWANZA.

Ref. No. **DA.193/333/01/296**

21 July, 2015

City Council Director,
P.O. Box 133,
MWANZA

14:30 20/7/2016
SCHOOL

REF: COLLECTING DATA FOR A STUDY ON THE "BOARD DECISION MAKING NI MANAGING STUDENT'S DISPLINE IN GOVERNMENT SECONDARY SCHOOLS IN TANZANIA".

The above heading concerned.

Kindly be informed that the student named KAMUGISHA STEPHEN THEMISTOCRES who is persuading a PhD at the Open University of Tanzania has been granted permit to collect data for a study as mentioned above.

Please accord him with necessary assistance.

CEUS:
kindly assist
(illegible)
21/07/206.

Kitinga, S. R.
For: REGIONAL ADMINISTRATIVE SECRETARY
MWANZA

Vice Chancellor,
Open University of Tanzania

District Administrative Secretary
Nyamagana

KAMUGISHA STEPHEN THEMISTOCRES
OUT PhD - Student

Headmaster
① Mwanza S. School
② Buhongwa s. school
③ Nyirongo s. school
④ (illegible)
Please assist Mr Kamugisha S.T
to collect data at your school for a
study mentioned above.
(signature)
21/7/2016

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KAGERA REGION
Telegraphic Address: "REGCOM"
Tel. No: (028) 2220215-18
Fax No.   (028) 2222341
              (028) 2221356
E-mail: raskagera@pmoralg.go.tz
In Reply Please quote:

REGIONAL COMMISSIONER'S OFFICE,
P.O. BOX 299,
BUKOBA - KAGERA.
TANZANIA.

Ref.No.DA.44/61/01'A'/168

Date: 3rd August, 2016

District Administrative Secretary,
P.O. Box 9,
BUKOBA – KAGERA.

RE: **RESEARCH PERMIT**

The reference is made to the captioned subject above.

2.   I hereby introduce to you Mr. Kamugisha Stephen Themistocles who is Student from Open University of Tanzania at the moment he is conducting a research titled "School Board Decision Making in Managing Students' Displine in Government Secondary School in Tanzania".

3.   Kindly be informed that the permission is granted as from August to October, 2016. The interested area of study is Bukoba District.

4.   Please assist him accordingly.

Florina Lukuna,
for: **REGIONAL ADMINISTRATIVE SECRETARY,**
KAGERA.

Copy: Kamugisha Stephen Themistocles,
STUDENT.

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegrams "REGCOM" Shinyanga
Tel. No. 028 – 27622222
Fax.No: 2762310
Email.rasshinyanga@tamisemi.go.tz

Regional Commissioner's Office,
P.O. Box 320,
SHINYANGA.

In reply please quote

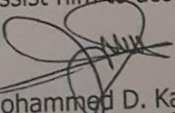Ref. No. AB 271/290/01F/150   19th July, 2016

Municipal Director
Shinyanga Municipal Council,
P.O. Box 28,
Shinyanga.

RE**: PERMIT FOR PhD STUDENT TO CONDUCT RESEARCH IN YOUR**

Reference is made to the above heading.

We have received a letter dated 18/7/2016 concerning a student from the Open University of Tanzania who itends to conduct a research on the topic titled "**SCHOOL BOARD DECISION MAKING IN MANAGING STUDENTS' DISCIPLINE IN GOVERNMENT SECONDARY SCHOOL IN TANZANIA**" A case study of **SHINYANGA MUNICIPAL**

This is to let you know that, permission has been granted to **KAMUGISHA S. THEMISTOCLE** from the named University to undertake the said research in your area. So kindly assist him to accomplish his work.

Mohammed D. Kahundi
For: Region Administrative Secretary
Shinyanga.

Copy: **KAMUGISHA S. THEMISTOCLES.**