PERCEPTIONS OF STAKEHOLDERS ON EFFECTIVE DISCIPLINE PRACTICES IN MBEYA PUBLIC SECONDARY SCHOOLS

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; ‘‘***Perceptions of stakeholders on effective discipline practices in Mbeya public secondary schools’’*** in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy studies of The Open University of Tanzania.

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I**, Rabael Mbise**, do hereby declare that this dissertation is my original work and that it has never been submitted for a similar degree to another University.

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Date

DEDICATION

This study is dedicated to my beloved daughters Lina and Michelle as well as my mother Lena Njema for encouraging me to put more effort during this study.

ACKNOWLDEGMENT

To complete this study, much time and the presence of effort had been spent to prepare this research report. First and foremost, I would like to thank God almighty; He has given me health and strength till today. Also, special thanks go to Professor; Elinami V. Swai for her moral support, guidance and commitment in directing me for all the time in the sail of preparing the proposal and report writing. I cannot forget to thank my course mates who have helped in terms of ideas, discussions, and encouragements, Furthermore, I acknowledge the contributions of all schools heads, teachers and parents in Mbeya region who were ready to provide me with all the information I need to complete this study. I also give thanks to all who have contributed in one way or another to the success of this dissertation; It is not easy to mention all people who supported me, but what I can say, I will not leave them behind in this strong word. The living God may bless your life.

ABSTRACT

The study explored perception of stake holders on effective discipline practices in Mbeya public secondary schools. Specifically, the study examined the views of heads of schools, teachers and parents regarding current discipline practices, determined which factors play a role in a well-organized school discipline practices, assessed the aspects leading to barriers to effective discipline practices, and determined the factors that can enhance effective discipline practices in secondary schools. Purposive, convenient and simple random sampling techniques were employed to obtain 42 respondents. Data were collected through semi interview. The study findings revealed that current discipline practices in secondary schools include roles performed by parents, teachers and heads of school in overseeing school rules and regulations, administering punishments as well as investigating children disciplinary characteristics both at home and school. The study also found key factors that play roles in a well organized school discipline include the use of advisory techniques through guidance and counseling, motivation, democratic style of leadership and the use of school disciplinary committee. Furthermore, the findings from this study show that there were many barriers impeding effective discipline practices in secondary schools. These include poor relationship between head of schools and staff members, deteriorated relationship between staff members, long distances covered by students to and from school and lack of parental cooperation on school matters. Lastly, the study found that the factors used to improve effective discipline practices, it include the presence of the school disciplinary meetings, managing a good relationship between students and teachers, parents and school administration, teachers and head of schools as well as community at large.

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LIST OF ACRONYMS AND ABBREVIATIONS

MANTEP	Management and Training of Education Personnel
ETP	Education and Training Policy
REPOA	Research on Poverty Alleviation
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational Scientific and cultural Organization
URT	United Republic of Tanzania
US	United State of America

CHAPTER ONE

RESEARCH PROBLEM

1.1 Overview

This chapter introduces the background to the research problem, the statement of the research problem, research objectives and the research questions. It also provides the significance of the study, Limitation of the study, scope of the study and the operational definitions of the major terms used in the study.

1.2 Background to the Problem

School indiscipline has become the order of the day for many schools (Devine, 1996) partly due to ineffective school rules and discipline and practices. It is no wonder one can find student having many discipline referrals for offences that he or she is accused of such as not wearing school uniform appropriately not carrying his or her school books, failure to complete home work, and not sitting in his assigned seat. These are some of daily indiscipline issues that are not new in many schools. Many measures to improve students' indiscipline and inappropriate behaviours are issued: caning, parental calling, extra assignment, push up and the like. Despite stern measure to discipline students, the behaviour persists and school violence (inclusive disrespect for authority and school procedures). Fighting and gang like behaviour and bringing weapons like drug to school are rising in many schools. In US alone, studies indicate that as many as 8% of boys carried guns to schools (Mercy & Rosenberg, 1998).

Research findings revealed that school improvement and effectiveness can be realized through the head teacher who properly exercises his or her leadership responsibility will enable his or her school to realize good academic achievement (Chitiavi, 2002). Dunham, (1984) revealed that effective discipline influences the achievement of goals, expectation and expectation and responsibility in students, however the maintenance of effective school discipline depends on how effective the set rules and regulations governing are. Students should be aware of the consequences of breach of these rules and teachers should ensure that these are enforced to the letter. Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment

Robbins (1998) said the fundamental nature of effective discipline can be summarized by the following eight behaviors. Respond immediately means the more quickly the disciplinary action follows an offence, the more likely that the person responds positively. Also provide a warning this mean you have an obligation of issuing a warning before initiating the disciplinary actions. Furthermore, state the problem specifically by giving the date, time, place and individual involved and any mitigating circumstances surrounding the violation. Also allow the person to explain his/her position regardless of what facts you have uncovered, due process demands that you give another person an opportunity to state his position. Likewise keep the discussion impersonal and penalties should be connected with a given violation not with the personality of the individual violator. Besides be consistent by fair treatment of individuals' demands that disciplinary actions be consistent. Inconsistency allows rules lose their impact, moral will decline and your competence will be questionable.

Finally take progressive action and penalties will become stronger if the offence is repeated.

Machumu and Kilugwe (2013) used interviewed methods to obtain information from teachers, discipline masters, parents, school inspectors and heads of schools and DSEO (District Secondary Education Officer).The study findings revealed that that most of stakeholders' perceived cooperation should be developed on discipline management for positive academic success since all stakeholders had a role to play on managing students being at home, school or public areas. Also, the study revealed that guidance and counseling, education, setting new students-by-laws, find out punishment which assists students academically, adherence of teachers professional ethics by employing innovative in teaching and managing students' discipline rather than basing on outdated techniques were perceived to improve students' academic performance since sharing managerial responsibilities among stakeholders enables students to learn in practical ways hence improving academic performance. If school is effectively managed, students and teachers' discipline and performance will be highly rated.

Ochenge (2010) did a study in Kenya to examine the reason for mass failure in academic performance, in his findings he found that the increased in corporal punishments that were being done by teachers and parents in schools, early pregnancy together with early marriage, development of fear, anxiety and insecurity, disruption of teaching and learning process, also punitive measures were weakening the school discipline as well as break of school rules and regulations.

REPOA (2009) observed and outline some of the common unacceptable behaviours that are most manifested in Tanzania secondary schools. These include Truancy, disobeying school administration, failure to control class cleanliness and school cleanliness, being late to school and sexual behaviours and failure to live in peace and order. Also Izahak (2006) contended that students are engaging in alcoholiFsm, drug abuse and sexual relationships. Mbepera (2008) argued that there evidences that teenagers in secondary schools are no longer obeying there teachers and fellow students. It was reported that in eight secondary schools in Mtwara Municipality, not less than five students are expelled for each year due to insulting and the use of abuse language to their teachers and colleagues (Mbepera, 2008).

Historically, indiscipline was considered as deviation from the school standards and discipline practices have been to bring this deviation into harmony with the standards of the school. Mbithi (1981) notes that the traditional approach to discipline such as enforcing obedience and self control among students does more harm than good to the students as it instills a sense of fear and does not encourage self expression. Chermberline (1989) observes that the traditional approach required students to have unquestioning obedience to and trust in, directives given by the teachers. From a postmodern view point, school rules and regulation are ‘hidden curricular’ that intend to force students to accept institution definition of themselves as ‘normal’ (Skelton, 1997: 186).The hidden curricular include routines such as time keeping, wearing uniforms, offering greetings and the like. Those who offer those curricular are said to engage in acceptable behaviours. By definition, acceptable behaviours cover respect

for schools rule and regulation that is maintenance of the established standards of behaviours and imply self control, respect for one self and others (Mkumbo, 2010). Those who deviate from them are scolded and punished.

MANTEP, (1995) describes schools rules as principles or orders which monitor and guide behaviours in a particular school institution. Mosha, (2006) established that school rules and regulation in Tanzania have specific functions including; to prepare pupils as a good citizens who become better people in adult life; to make students realize that offenders are punished which will encourage them to obey the laws of the country and to conform to acceptable norms and rules of conduct; and to encourage cooperation and harmony in the society. In Tanzania school discipline is enshrined in school rules, which are normally made by the heads of school teachers' administrators, students' representatives and the members of school board MANTEP, (1995). Control and discipline are two related concepts in the context of School administration. Control implies the context of clear objects and standards of acceptable behaviours. In order to control, the school designed to regulate the behaviours of students so as to insure that the intended objectives of education are achieved. On the other hand, discipline in the context of school, refers to orderliness and the existence of the conditions which encourage self- control in students ibid**.**

Discipline is an important component of a human behaviour as it directly defines the character of a human being. It is a product of a acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his or her relations with others. Some school's success growth and development is largely

determined by discipline standard of its stakeholders. According to Otieno (2012) discipline is a system of guiding learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as training especially of the mind and character aimed at producing self control, ordered behaviour and skillfulness. Another definition was provided by Koutseline (2002), who defines student indiscipline as any behaviour that deviates from the school expectations. Thus, student indiscipline is any behaviour that does not conform to school rules and norms.

Scholars in recent times have written more on lack of school management and students' indiscipline and its negative effects on students' progress in schools. Some scholars suggest that school management simply does not have any effects on students' discipline and academic performance (Schoonover, 2009).

(Gawe, et al., 2001) described that the cooperative management of school can be achieved through discipline among students and teachers. However, apart from the fact that effective management helps in raising discipline to students and teachers' performance (Dunham, 1984).

Bieketty in 2004 said that lack of discipline and respect in school cause a severe barrier to effective teaching and learning. School management in raising discipline and performance has been underestimated by over actualizing freedom and rights, an understatement of responsibilities and obligations, marginalization of the authority of the head teacher, poor role models by some teachers, lack of punctuality,

abscondment from classes by both learners and teachers and the unionist attitude of some teachers,

The management of learning environment for disciplining the learners is not a new phenomenon in Tanzania. Learning includes socialization and enculturation to aim in disciplining and building acceptable character in the community and society. Learning itself is a social and cultural process where the individual is transformed from ignorance into a learned person ready to participate effectively in the society (Cotton, 2000). Before the introduction of formal education in Tanzania, people were learning, disciplined and educated. Although, the colonialists described indigenous type of learning and education as backward and informal, however it was designed and managed to create an ideal individual who is disciplined and able to fit into the acceptable society. Therefore, management of learning environment and discipline were emphasized. Nyerere in 1967 argued that, the learned the members in the community. The whole system of indigenous education was discouraged through the introduction of colonial formal type of education in Tanzania.

The report of the United Nations Educational and Cultural Organization (UNESCO, 1990) indicates that, knowledge, skills, and attitudes acquired were used to perform the roles and duties expected by colonialists inaugurated literacy education and other educational projects to aim to eliminate illiteracy. Later, other disciplines were also emphasized strongly that were required by students in order to follow strict school rules and regulations as well as punishments to offenders as a measure of guiding students' behaviour in schools (Mafabi, et al., 1993). Okumbe in1998 stated that,

discipline is an action where by the management tends to enforce organizational standards. Bahemuka (1998) defines discipline as the means to bring control, train to obedience and order or drill. Moreover, Cotton (2000) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. Hence discipline is conceptualized as the observance of school rules and regulations.

Therefore, academic performance has to do with the learners' scholastic ability and attainment, as regards his or her work and this is often measured through tests, examinations, course works and assignments. Ideally, a school is supposed to be a place where students learn and become disciplined in order to be responsible members in the society (Mafabi, et al., 1993).This means that for students to perform academically, they must be managed to conform, develop self-control and obedience. This, however, cannot occur in a vacuum, so the management of students to follow rules and regulations is important. However in Tanzania of the 21st century, there is a general outcry in the whole country raising concern from the public about mass failure of students in secondary schools. According to the education and Training Policy (ETP) of 1995, students joining advanced level secondary school education in Tanzania have to score a minimum of division three; the majority of students cannot manage to join advanced level of education (MoEVT, 2010).

Various studies in Tanzania and other countries have point out different reasons that have led students' mass failure, for example a study that was done by UNICEF (2001) revealed that, under poor leadership and administration, children perform

poorly in national examinations and leave school ill prepared, lacking necessary skills to thrive in difficult social and economic environment and the capacity to contribute effectively to the society transformation. Such situation is alarming, bearing in mind that these schools were established to serve the social needs. Bennaars, Otiende and Boisvert (1994) point out that, incompetence among school heads is a big problem to the overall administration and management of education. Without proper leadership, which motivates others to accomplish their tasks effectively, high achievement in students' academic performance cannot be realized in community secondary schools, even if an institution would have all the financial resources to excel.

King (2012) investigated the reasons for declining in education in Mbeya region. He interviewed teachers to find out factors contributing to failure in form four examinations. The findings revealed that irresponsiveness of parents, teachers, ministry of education, poor setting of examinations, lack of consistence of syllabus, poor quality of textbooks, poor quality of training rendered to teachers in modern colleges in recent years, weak supervision rendered by the educators, and incongruence between examinations and policy on examinations were the reasons of failure in form four examinations.

Laddunuri (2012) conducted a study in Arusha, municipal. The study basically focused to know the performance of students in the context of percentage of students who appeared in their public examinations for the period from 2005 to 2010. Quantitative approach was used to gather data from secondary schools' teachers. Laddunuri (2012) revealed that there are many factors contributing for the student's

failure in the form four examinations in most of community secondary schools. This include lack of trained teachers, poor infrastructural facilities in schools, insufficient books in the school library, cost of the books is very high when it is compared with their economic situation and frequent changes in the curriculum. In addition, teachers were seen as not possessing the needed knowledge and skills because they were not attending regular in service teacher training.

Poverty and Human Development Report of (2011) and URT (2012) reported that the proportions of students dropping out of school were increasing. Where over 65000 students were dropped out from school or by 4.2% of total enrolments, compared with just over 18 000 students in 2007 or by 1.9% of total enrolments (URT, 2011b, p. 78). Basic education statistic of Tanzania (BEST) URT (2011b) shows truancy as the main reason reported for students dropping out of secondary schools. In 2010, 72.7% of the students dropped out of school because of truancy. But again it is not clear why a student becomes a truant. Truancy can start early and is associated with poor academic performance both in the short term and in later years. The persistent absence in schools has immediate consequences for academic performance in first grade, mainly among Latino children (Chang and Romero, 2008). Balfanzetal (2008) absenteeism harms more than the individual and his/her prospects. High truancy and absence rates affect the achievement of the school overall and slowing the rate of instruction was affecting mass students in academic performance. Ong, Chandram, Lim, Chem and Poh, (2010) and Ajayi & Ekundayo, (2010).

A study carried in Malasia have shown that the reason of student's mass failure include lack of financial support, absenteeism, truancy, use of local language in the classroom, lack of interest and joy in teachers' lessons and learning disability. Other causes include low cognitive ability, gender prematurity, medical problems and inability of students to understand examination questions were brought students not to perform well in academically. Some scholars have suggested that disciplinary policies do not yield different effects (Chen, 2008; Nichols, 2004 and Schoonover, 2009).

Academic performance in this study is perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term examinations, terminal and national examinations. Also, performance is defined as an action of a person or a group of individuals to achieve a particular learning task (Page, et al., 1999). Therefore in education, performance is often presented as the academic achievement or attainment in carrying out a task, course or assignment without deviating from them. Derek (1981) argued that, academic performance refers with the measure of ability and achievement level of a learner in a school, subject or particular skills.

1.3 Statement of the Problem

Discipline practices in recent years are not addressed effective in the world. Schools fail to understand that maintaining safety including the correction of misbehaviour. It is a prerequisite for developing self-discipline, but it is not sufficient schools and other institutions that are effective in establishing and maintaining order and safety

are not necessarily in developing self discipline or preventing future behaviour problems. This is most evident when external techniques such adult supervision, systematic rewards, clear rules and expectations are later removed individuals are expected to function independently after having learned little other than "don't get caught'' (Bear, 2010). Chenge and cheung (2003), observed that the efforts to enhance school effectiveness have featured participatory management practices which encourage the involvement of stakeholders in the analysis of problems, development of strategies and implementation of solution, regarding this study stakeholders are the key informants. Therefore, the purpose of the study was to explore the perceptions of stakeholders on effective discipline practices in public secondary schools in Mbeya region.

1.4 Research Objectives

1. To examine the views of heads of school, teachers and parents regarding current discipline practices.
2. To determine which factors as perceived by the participants, play a role in a well organized school discipline practices.
3. To assess aspects as perceived as barriers to effective discipline practices.
4. To determine the ideas that the school management, teachers and parents have that can enhance effective discipline practices.

1.5 Research Questions

The study will be guided by the following research questions:

1. What are the views of heads of school, teachers and parents regarding current discipline practices?
2. What factors are perceived by the participants, play a role in a well organized school discipline practices?
3. What aspects are perceived as barriers to effective discipline practices?
4. What are the views of the school management, teachers, and parents on how to enhance effective discipline practices?

1.6 Significance of the Study

The findings of the study will be useful to different stakeholders in different purposes. Firstly, School administrators and teachers will be aware on how best to apply preventive measure so as to improve discipline as well as moral behaviour to their students. Secondly, the findings of this study will be made available to the school administrators and leadership teams for the purpose of improving local policy regarding school discipline. Thirdly, the education stakeholders will use the study to recognize possibility of conducting managerial training for school management team and teachers so as to come up with useful policy towards effort on eliminating violent and disruptive behaviour in schools. Fourth, the study is expected to give information which will be helpful to school head teachers, policy makers in the Ministry of Education and Vocational Training, and all other stakeholders in Tanzania.

Fifth, the study is expected to help the government of Tanzania in solving the increasing problem of indiscipline among students' in schools. More specifically, this topic is significant because if one of the goals of Tanzanian's schools is to provide a

safe learning environment where maximum student achievement can occur, thus a reduction in the incidence and prevalence of antisocial behaviours is essential. Therefore, the data from this project concerning effective discipline practices will provide administrators, teachers, and parents a base line that can help to establish an effective discipline plan for their schools.

1.7 Scope of the Study

The study focused on the effective discipline practice in a sample of school head teachers, teachers and parents in six selected public secondary schools located from Mbeya city, Mbeya rural and Rungwe districts and the name of those schools are; Uyole, Mbeya day, Mpuguso, Bujela, Usongwe and Malama.

1.8 Limitation of the Study

The following difficulties are expected during the study in relation to data collection and analysis: Financial difficulties especially in data collection. This is because it requires a lot of funds thus; this can delay the study to be completed in time. Most of the respondents were not able to co – operative enough due to the fact that they were too busy with other commitments. Some heads of schools and teachers were ignored the study work thinking that they would not benefit with this study. Some head of school would not allow researcher to do research in their schools. They ended up giving promises for researcher to come next time that they are busy with other school issues. To tackle this research has to look for other school to do the research. Therefore these were some of limitations that a researcher faced during data collection process.

1.9 Definition of Terms

For purposes of this study, the following terms are described as they apply to this study;

1.9.1 Discipline is an educator directed activity which seeks to lead, guide, direct and manage and confront a learner about behaviours that disrupts the aim of teaching and learning (Deventer and kruger, 2008)

1.9.2 Perception is the act of receiving information through the senses (sight, sound, touch and smell) (Benard, 2003)

1.9.2 School indiscipline-are all types of misconduct which breach schools rules and regulations.

1.9.3 Discipline practices are all actions or inactions way of either preventing or manifesting discipline practices.

1.9.4 Effective discipline in this study is perceived as the management practices of behaviours which are employ different discipline practices, some of discipline practices are clear rules, systematic rewards, punishments, counseling programs, professional training and administrative support**.**

1.9.5 Barriers are factors inhibiting effective intervention as a result of individuals or factors external to the school environment.

1.9.6 Public secondary school in Tanzania refers to all the schools that are owned and managed by government (URT, 1995).

1.9.7 Stakeholders are people who can either be individual personal or group of learners, teachers, and parents or school administrators who have common interests in a particular organization or society.

1.10 Organization of the Study

The study is organized into 3chapters. Every chapter has subtopic related to the topic of the study. Chapter 1 is about the introduction, statement of the problem, purposes, research questions, limitations and significance of the study. Chapter two presents an introduction, theoretical literature and empirical literature review of relevant studies about the study of effective discipline practices, also it identifying research gaps in which this study seeks to bridge. Chapter three presents research methodology, which includes an introduction, research approach and design, population of the study, sample and sampling procedures, area of the study, data collection methods, validity and reliability, and research ethics. Chapter four presents the findings and analysis of the data organized around the research questions. Chapter five comprises drawing of summaries, conclusions and recommendations.

1.11 Chapter summary

This chapter covered issues that included background to the problem, statement of the problem, research objectives, research questions, significant of the study, scope of the study, limitation of the study as well as definition of key terms and the next chapter is the review of the related literature.

CHAPTER TWO

LITERATURE REVIEWS

2.1 Introduction

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within theory of X and Y of Mc Gregory, while empirical literature revolves around the three objectives developed in chapter 1. Conceptual framework emanates from the theoretical framework, paying attention to key issues discussed in the empirical literature.

2.2 Theoretical Perspective

This study is guided by theory X and Y in human resource management advanced by (McGregor, 1960). Theory X postulates that human resources in work place are not good and people will always avoid their responsibility. To achieve high performance, there is a need to coerce, control and even threaten them (Okumbe, 1998). Theory Y states that human resources are good and the role of a manager is to provide enabling environments that will help workers realize their maximum potential. In this context of the study McGregor's theory will help to explain why students do not obey the schools' set code of behaviours and learn despite the application of various management skills like, the use of rules and regulations as well as punishments (Okumbe, 1998). A study viewed that a school as a work environment composed of different category of people namely teachers, students and non-teaching staff. All these groups of people need discipline as means of achieving desired organization goals and objectives through setting rules and regulations and once broken to be

followed by prescribed punishments. Mc Gregory theory views for efficient management, rules and regulations are effective methods to improve school discipline while punishments are preventive tool for students who do not want to obey them.

2.3 Empirical Literature

This section reviews the prior literature on the following specific areas of the study; current discipline practice, factors play a role in a well organized school discipline practice, barriers to effective discipline practices, and the ideas that the school management, teachers and parents

Have that can enhance effective discipline practices.

2.4 Current Discipline Practices

Schools use a wide variety of educational and non educational approaches to address cases of indiscipline. A study by Wasef (2011) investigated the attitudes of teachers, parents and recent graduate students about the use of corporal punishment as a tool for discipline students in Egypt. He interviewed parents, teachers and students to obtain their views based on the attitudes of the administration of corporal punishment in schools. He found a positive relation between administrative acceptance and the use of corporal punishment in schools in the sense that school administrators practice corporal punishment and deal passively with parents' complaints, and do not communication with parents, hardly sanctions were applied on teachers violating law, He concluded that corporal punishment is not seen by most parents and teachers as an effective means of discipline, although a minority see it as somewhat useful.

A study by Kruse (2012) carried out a multiple case study to explore the perceptions of factors that surround zero-tolerance discipline approach and discipline alternatives that are used by the school administrator, teacher, and students in Midwestern USA. He interviewed 6 students and 15 staff members from 3 Midwestern alternative schools. He found that long-term out-of-school suspensions do not consistently impact misbehaviour, and in fact may lead students to behave in a worse manner upon return. School suspension is an unreliable method of disciplining students, Also those who were attending alternative schools were often transient and were having challenging home situations, which were impacts their attendance and attitude, and creates gaps in their education. He suggested that schools should identify the risk students, and place them with teachers specially trained to deal with these students' unique behaviours and needs. He further suggested a school should apply zero tolerance discipline by automatically suspending a student out-of-school is appropriate only if the student poses an imminent threat to the personal safety of themselves or others.

Ward (2007) investigated the disciplinary practices that were being used in two urban middle schools to control disruptive behaviour of students Virginia. The study utilized qualitative study with interview to collect information from teachers and principal. He found the discipline practice by enforcing zero tolerance policies was established in order to maintain a safe and orderly educational environment. Teachers, parents, security officers and principals were not hesitant to remove persistent disruptive students, but they are just as insistent that alternative educational programs be made available to students suspended or expelled. He suggested that

principals should be cautioned against over use of disciplinary measures. Teachers, parents, security officers, and other stakeholders should consider a range of information when determining what consequences a student should face, there should be a staff development, a comprehensive plan in a school and collaboration with parents to discuss specific incidences and consequence and constructing individual behavioural plans for students.

A study by Ogbe (2015) intended to find time out parents and teachers' views on the use of corporal punishment in primary schools in Delta state in Nigeria. He used questionnaires to collect information from teachers and parents. A multi stages and simple ballots technique were used to sample the population of parents and teachers. Cronbach's alpha of 0.82 and 0.72 stood for teachers and parents reliability of the use of the instrument respectively. Both descriptive and a two-way t-test statistics were used to analyze the data at alpha of 0.05. He found that both parents and teachers agreed that corporal punishment is an ideal practice for molding children in primary schools. Urban and rural parents/teachers did not show any significant difference on their perception of the use of corporal punishment in schools. He suggested that corporal punishment be restored where it is dis-functional and there is the need to legislate law to protect teachers on their parentis role in the molding of children, in schools.

A study by Elbla, (2012) investigated the issue of corporal and verbal punishment as means of disciplining pupils' behaviour in basic schools in Khartoum- Sudan. The study employed a qualitative research design with interviews from 10 teachers in

addition to a group discussion held with 10 pupils in grade seven. He found that some teachers knew that punishment has negative impact on pupils' behaviour and personality but there are no other alternatives they could follow: other teachers believed that they punish their pupils due to the stress and frustration they experience. The school environment is poor and lacking all facilities that might be useful for modeling pupils' behaviour and absorbing the unwanted behaviours. Pupils on the other hand see no justification for their teachers to hit, kick, slap or call them with bad names. Some of the pupils mentioned that they have developed sense and feelings of fear, frustration, aggression, low self-esteem, low confidence and lacked motivation for learning as result of the continuous punishment. He suggested that there should be a practical mechanism to follow the practice of education policies, legal actions should be taken against the teachers and schools where punishment is practiced, children should be made aware of their rights and their shared responsibility in contributing to maintain discipline in schools, the government should invest more on improving the school environments and teachers' working conditions, the training of the teachers will raise their knowledge to make their teaching effective and attractive through the use of other alternative discipline styles and applying reinforcement techniques are more influential than punishment in correcting pupils' misbehaviours.

In Kenya, A study by Simatwa (2012) on management of students discipline in secondary schools in Kenya which was carried out in Bungoma County used questionnaires and an interview schedule and document analysis to collect data. The study population consisted of 125 head teachers, 125 deputy head teachers, 1575

teachers and 2075 prefects managing 20107 students in 125 secondary schools. Descriptive statistics was used to analyse data. The findings revealed that many infractions were experienced in public secondary schools and head teachers used a wide range of methods managing students discipline in schools including suspension. The study indicated that head teachers had powers to suspend students for fourteen days and no absolute powers to suspend students for a period exceeding fourteen days. It was further revealed that most students and the society in general were against the use of suspension as a sanction. The affected students could come back to school determined to revenge. He suggested way forward for using these sanctions included prompt resolutions on suspensions whereby students were to be kept out of schools as little as possible since the use of these sanctions had drastic consequences and suspension was only used as the last resort in which case the school administrators first considered use of alternative sanctions. This means that suspension was not an effective sanction of dealing with students' discipline issues.

A study by Gaston, (2015) on the perceptions of teachers and administrators regarding consistency in discipline policies and practices and student incivilities related to Senge's five disciplines in a State of Michigani- USA. He interviewed 9 teachers in Grades 9 up to 12, as well as 2 administrators. He found discipline policies and practices in schools are ineffective and inconsistent due to poor systemic communication structures and classroom management. He suggested that teachers should stick together in the discipline committee to ensure a more collective input with discipline policies, practices, and student incivilities. The school district should implement monthly professional developments on a weekday and regular trainings to

include classroom management and positive behaviour interventions for all staff members.

2.4.1 Factors that play a role in a well-organized school discipline practices

In a well organized school disciplined, effective schools are not a product of chance; it involves the administrators, teachers, students, and parents working together to provide an environment conducive for learning (Marzano & Pickering, 2002). Lezotte (1991) proposed that in effective schools there is a clearly articulated school mission which the staff shares an understanding and commitment of instructional goals, priorities, assessment procedures and accountability.

A study by Immaculate (2007) investigated the effects of teacher' leadership roles on student' discipline in Wakiso secondary schools in Uganda. He used questionnaires, interview guides and documentary analysis to collect information from teachers and students. The study revealed that teachers' supervisory role was well marked through record keeping students' discipline and well monitored using stipulated rules and regulations circulated among the stakeholders where the students were inclusive. The study also, revealed that appropriate teaching methods were exposed to students and that teachers gave students a conducive teaching and learning environment, but in situations where students were not satisfied with their teachers, they behaved contrary for example moving out of class, dodging lessons or even studying at wrong hours. He suggested that teachers should ensure that they select a teaching method that caters for all categories of learners in order to attain disciplined classes. At the same time teacher should be presentable and caring all the time being that they are

students' role models. Teachers should deeply involve themselves in organizing school programme. They should also eagerly take charge of the activities being given by their students' supervisors while at school and proper records should be kept by the teachers for proper and effective supervision of students.

A study by Mtsweni, (2008) investigated the role of educators in the establishment and Maintenance of effective discipline in the school and classroom in Nkangala region of Mpulamanga-South Africa. He used semi-structured, open-ended questionnaires, focus group and individual interviews to collect information from educators. He found that the disciplinary problems in schools ranged from learners' refusal to wear school uniforms, a refusal to accept and acknowledge the educators' authority and defying them when they are giving the learners instructions. Disruptive behaviours, disorderliness and a lack of cooperation from the learners, high rate of absenteeism and truancy contribute to the lack of teaching and learning. He suggested that in order maintain school discipline and effective classroom educators should change learners' attitude and discipline learners with love, models caring and committed behaviour, should have to take time to reason and communicate with learners apply praise for improvement, and media should be involved in activities. He also suggested that there should be collaboration and between the school management team, educators, learners and other stakeholders in dealing with aspects such as absenteeism, late coming and the maintenance of discipline in general.

A study by Kibet, Kindiki, Sang and Kitilit (2012) established the relationship between the leadership approach and students' discipline in secondary schools in

Koibatek district, Kenya. The study was carried out in 40 secondary schools with a population of about 8492 students. The study used interview method to collect information from principals, teachers and students in the schools in Koibatek. The study found that, principals involve other stakeholders, particularly teachers, students and parents in the management of their schools. The principals communicate clearly to students but frequently retain the final authority over most issues and also the study found the existence of a significant relationship between leadership approach and student discipline. The study suggested that principals should embrace democratic leadership in their capacities as school leaders by involving teachers, students and other stakeholders in decision making processes.

A study by Nooruddin, (2014) explored the perspectives and viewpoints of the teachers and students in relation to the influence of the head teacher and senior leadership team on students' behaviour management in the form of policies, procedures and support mechanisms in a secondary school in Karachi Pakistan. The study employed two survey, the data were collected from one for the entire teaching staff (N=43) and one for a sample of students (n=120). He found that the majority of teachers (97%) and students (83%) reported that school leadership influences students' behaviour management through policies and procedures. Also, the leader's visibility in the school context helps them in understanding and coping with the behavioural issues of the students. The majority of the teachers (95%) and students (86%) felt that school leadership influences students' behaviour management through providing awards to the students for good behaviour rather than consequences for misbehaviour and awards are considered as a positive means of influence as

compared to consequences. He suggested that school leadership should influence student behaviour management through a variety of ways. Their influence starts with their enthusiastic articulation and sharing of the school vision and the objectives of the school, which contain components for behaviour management. In addition, the school leadership is personally involved in certain practices that directly facilitate the behaviour management of students. These practices start with continuously nurturing confidence and providing moral support to teachers and students. School leadership devises different support mechanisms that provide students the opportunity to learn to manage their own behaviour.

A study by Kindiki (2009) investigated on effectiveness of communication on students' discipline in secondary schools in Naivasha, District- Kenya. He used questionnaires, interviews and documentation to collect data from 20 students and 4 teachers in each sampled school were given the self administered questionnaires while all the 8 head teachers were interviewed. Found that there were poor channels of communication used by school administrators and undemocratic school administration did not consider meetings as important channels of communication. He suggested the use of meetings and assemblies as main channels of communication because staff or class meeting improve the communication and relationship between the administration and the students hence leading unity and peace in the secondary schools.

2.4.2 Barriers to Effective Discipline Practice

Chindanya,(2011) carried out a case study to investigate barriers to teachers parents and, head of school with the view to overcoming or mitigating them for the benefit of the affected primary school pupils in in Zaka District, Zimbabwe. He used Observation, semi-structured interviews, focus group interviews (for parents) and the open-ended questionnaire to collected information from school head, parents and teachers. He found the following barriers to parental involvement given by school heads approximates were given by teachers; absence of clear government policy/guidelines (N=29 or 72,5 %); school heads' limited knowledge of the concept parental involvement (N=28 or 70%) while school teachers' limited knowledge of the concept parental involvement (N=26 or 65%) negative parental attitudes (N=28 or 70%); negative teacher attitudes (N=14 or 35%); teachers' bad behaviour (N=14 or 35%); parents' disrespectful attitude towards teachers (N=16 or 40%); poor communication between home and school (N=20 or 50%); teachers' active participation in politics (N=16 or 40%); irresponsible pupils (N=14 or 35%); incompetent teachers (N=12 or 30%); culture (N=10 or 25%); autocratic school leadership (N=10 or 25%).

He suggested teachers should be adequately exposed to knowledge about parental involvement through initial training, in-service training and staff development workshops. They would then realize that parents are indispensible partners in the education of their children no matter their education status, teachers should communicate with parents about their children's education and behaviour, parents should be given the opportunity by the school to communicate their joy and lack

thereof in respect of their children's education and behaviour. This promotes understanding and mutual respect between the two parties. The teacher-pupil ratio also needs to be addressed so that teachers are not burdened to the extent that they become apathetic towards their work.

A study by Marshali, (2012) was conducted in USA to assess the teachers' perceived barriers to effective bullying intervention. He used qualitative interviews with 30 fourth through eighth grade teachers were used to determine teachers‟ responses on perceived barriers to bullying interventions. He found that there was the presence of numerous barriers that challenged their ability to consistently and effectively respond to bullying. These barriers occurred on multiple levels and included the following four major themes: student- teacher-, school- and socio cultural-based barriers. Teacher-based barrier were (a) lack of knowledge or skills to effectively intervene, (b) difficult to identify bullying, (c) lack of relationship with student(s), and (d) lack of time to consistently address bullying. Student-based barriers were; (a) not informing teachers, (b) lack of student knowledge or skills to differentiate bullying and teasing, (c) bullying denied when confronted, (d) students encourage bullying, (e) students intentionally bully outside of teachers' view, and (f) individual student factors. School based barriers were (a) ineffective discipline policies and/or consequences, (b) differing perceptions among school staff, (c) school climate factors, (d) bullying between school staff and students, (e) ineffective supervision of students, (f) lack of time for other school staff to consistently address bullying, (g) lack of staff knowledge or skills to effectively intervene, and (h) lack of resources and/or administrative support.

Lewis (2007) explored what do parents, administrators and teachers believe are the biggest obstacles to effective discipline in. He gathered information with focus groups by asking open ended questions to teachers, parents and administrators. He found that inconsistence in behavioural expectations and zero tolerance, which treats every student the same in terms of punishment without taking into consideration any underlying factors that may have contributed to the inappropriate behaviour, and was not provide the necessary support to students that helps promote an improvement in self-control and appropriate decision making strategies for these individuals. He suggested that behavioural expectations need to be taught to all students in the school, teaching appropriate behaviour should involve much more than simply telling students what behaviours they should avoid. Also, Zero-tolerance, which treats every student the same in terms of punishment without taking into consideration any underlying factors that may have contributed to the inappropriate behaviour and does not provide the necessary support to students that helps promote an improvement in self-control and appropriate decision making strategies.

Supaporn (1998) conducted a study to explore misbehaviour from a student's point of view with a physical education class composed of 14 seventh and eighth graders during a two-week basketball unit. Data were collected through videotaping class sessions, reviewing critical incidents, shadowing the teacher, and interviewing the students. The students defined misbehaviour as doing something that they were not supposed to do or not doing something that they were supposed to do. Most students admitted they misbehaved in class at some time during the two-week duration of the study. Review of the videotape revealed that the teacher's loose accountability and

lack of intervention allowed many opportunities for students to misbehave in class. According to this study, less effective teaching and lack of organization and delivery of instructional tasks appeared to be the major issues that encouraged students to misbehave.

A study by Kapueja, (2014) explored home and school-related problems that affect discipline in rural secondary schools in KwaZulu-Natal, Zululand. The study used an open ended questionnaire to collect information from 15 schools principals who were selected from the population of 260 schools. He found that the school related problems of discipline were lack of parental support, absenteeism and late coming, poor classroom management by educators, drug abuse by learners, learners not obeying school rules and home, these discipline problems were affecting discipline practice in schools. Also, there were child-headed families, dysfunctional homes with ill disciplined learners, children raised by grandmothers/ single or divorced parents, poverty and unemployment, children raised in abusive families and learners who get pregnant while schooling. He suggested that principals should improve discipline in schools by engage the parents or guardians of the learners in the education of their children, all parents in the governing bodies should be literate, training workshops on school discipline should be organized for parents in the governing bodies, learners' parents, school principals should be trained in management skills, and legislations and policies impacting on school practice, the government must ensure security and safety for educators and learners, educators, learners must get together discussing how the code of conduct works, and each one of them must have a copy so that they all have a common understanding, every school must have a social worker that will

deal with learners affected by social problems, the *government* should now and then organize campaigns which are aimed at motivating and giving support to teachers, and also campaigns aimed at motivating learners.

A study by Nthebe, (2006) investigated on how students' discipline is currently managed in secondary schools in Taledi Office Area in South Africa. The study was carried out by using empirical research design based on qualitative research approach. He interviewed Teacher Liason Officers (TLOs) in the North West Province's Department of Education regarding research objective on how learner discipline is currently managed in the Taledi area project office secondary schools. He found there was manifestations indiscipline such as – overcrowding of class; this creates difficulties regarding control and discipline of learners. Peer group pressure - this creates a situation where learners want to copy the (mis) behaviour of others so as to feel that they belong and are not different. Educators' teaching approaches and conduct towards learners, lack of learner assistance programmes such as peer mediation and counseling and lack of parental involvement, and other discipline problems were Fighting and bullying., School work dereliction, late coming and noisemaking in class, lack of facilities for extra curricula activities. He suggested that educators and parents should be capacitated on the skills of managing and enforcing discipline problems. In overcrowded schools Surveillance cameras should be installed around school buildings so that acts of indiscipline can be easily detected and dealt with.

Etsey (2005) did a study to identify the differences between the SAEMA high achieving schools and the Shama sub-metro low achieving schools in terms of school environment, teacher, pupil and parental variables. He used questionnaire and interview to collect information from 25head 133teachers, teachers and495 pupils and 518parents. He found that the incidence of lateness and bsenteeism among teachers and pupils was low in high achieving school than Shama sub-metro schools. The difference was caused by availability of infrastructures such as school building, toilets, Libraries, water and electricity. He suggested that students and teachers should be motivated in terms of facilities like the presence of good infrastructure so as to achieve high performance.

2.4.3 The ideas the school management, teachers and parents can have to enhance students' discipline

Mugo, (2006) conducted a study to investigate participatory processes used by head teachers in enhancing students discipline in public secondary schools in Kiambu Division, Kiambu District. Questionnaires were used as tools for data collection. The study used ex post facto design and the target population was 05 head teachers, 25 teachers and 150 students. Mugo, (2006) found that suspension of indiscipline students was used in excessive and for usual offenders. Guidance and counseling were identified coupled with punishment as leading methods of enhancing discipline in secondary schools. Mugo, (2006) suggested there should be development and implementation of proper guidance and counseling programmes in all schools also parents should be informed of proper parenting and the relevance to address the school discipline in our contemporary society.

A study done by Dhaliwal, (2013) on teacher perceptions and management of challenging student behaviours in classrooms and what support is available to the teachers to manage students with challenging behaviours. The study utilized the qualitative approach with semi-structured interview to gather information from the teachers. He found that teachers need to discuss with colleagues their current perceptions and attitudes towards working with those students who present challenges and investigate ways of working positively with these students. School management and teachers need to work collaboratively in order to minimize the occurrence of and impact of challenging behaviours in classrooms. He suggested that school management needs to be supportive by teachers to deal with problems, to provide teachers the professional development courses that enable the teachers to learn strategies in order to manage student challenging behaviours, teachers need to reflect continually on their own perspectives regarding challenging behaviours so that they are not influenced by others opinions regarding challenging behaviours, teachers need to discuss with their colleagues and school management their current attitudes and beliefs towards working with those students who present challenging behaviour and investigate ways of working positively with these students, teachers need to recognize ways of building and maintaining good positive relationships with students and their families has a great deal to contribute to our understanding of challenging behaviour at school and to finding ways of minimizing the occurrence of and the impact of these behaviours.

A study by Redempta (2010) investigated the deliberate methods used in enhancing students' discipline in Public Secondary schools in Kamukunji Division, Nairobi

District. He constructed questionnaire to gather information from teachers, students, head teachers and principals. The study findings found that various types of indiscipline existed in the schools, which include truancy, drug abuse, absenteeism, sneaking, stealing and use of four languages. Methods used to deal with indiscipline were guiding and counseling, use of suspension and effective communication with students. He suggested that affirmative policy formulated/action should be done to abolish outlawed disciplinary measures while replacing them with more friendly measures like in school suspension accompanied by guidance and counseling. Teachers training curriculum should be modified to incorporate school discipline studies to enable teachers to effectively employ appropriate disciplinary measures during teaching. Guiding and counseling should be emphasized when enhancing student discipline by sensitizing the teachers and students on the importance of counseling, teacher counselors should be trained in guidance and counseling and schools must provide recreational facilities that encourage character building.

A study by Machumu and Kirugwe (2013) investigated stakeholders' perceptions on discipline management as a means to improve students' academic performance in ordinary secondary schools, Bunda-Tanzania. The study employed cross-sectional survey research design with sample of 100 stakeholders' from four selected secondary schools including teachers, students, parents and education government officials. The study used interviews, documentary reviews and questionnaires to gather information from teachers, parents, educational officials and the management of school. The data were analyzed in descriptive and numeric forms in relation to research questions. They found that there is positive relation on perceptions of

discipline management as a means to improve students' academic performance as well as large extent discipline management contributes to improve students' academic performance in secondary schools. They suggested that teachers to be well-informed with new skills, the government through partnership with non-governmental institutions, community based organizations and civil society organizations should provide continuous professional training on discipline management and academic related subjects for example, guidance and counseling techniques/skills, competence based education, life skills and examination supervisory skills to teachers especially on cross-cutting issues.

A study by Mussa, (2015) was conducted to examine the mechanisms in place that ensure students' abide to prescribe rules and regulations in Dar e-s salaam. He utilized qualitative study with questionnaire, interview guide and observation checklist to gather information from the head of schools, teachers and students. He found that best performing school has suitable school rules and regulations, use and implement different mechanism, apply fair and consistence punishment contrary to least performing schools which had an suitable schools rule and regulations, do not well use and implement different mechanisms and apply unfair and inconsistence punishment and had written rules and regulation which had no supervision. He suggested that students should be aware of school rules and regulation, fair, consistence punishment, same mechanisms to communicate, motivation, recruitment and selection procedure to teachers and students. He further, suggested that there should be meeting between schools to share experiences on discipline-related matters on academic performance.

Nelson (2012) conducted a qualitative study based on the perception of school management, teachers and parents to enhance students' discipline in twenty schools in East Tennessee. He collected information by interviewing administrators, teachers and parents to gather their perceptions. He found that there was a wide commitment in school and community in establishing and maintaining appropriate student behaviour during the academic week. He suggested that all students, parents, and school personnel should be aware of a school's discipline practice, discipline policies should be written in a readable handbook and given to all students, discipline practices should be implemented fairly and consistently, appropriate curriculum, counseling, mentoring, and training sessions must be provided for teachers, students, parents and administrators for maintenance of positive and effective discipline practices. The administrators and teachers need to have quality professional development opportunities to acquire strategies for classroom and school discipline practices. He further, suggested that rewarding students for good behaviour and positive contributions to the school community is important; the effective discipline practices are built through consistency and teamwork. Evaluation of school discipline practices should be ongoing, and strategies for reducing school disruptions should be continuously assessed for improvement.

Ngithi, (2013) conducted a study to find out the strategies used by head teachers to overcome the challenges of indiscipline in pupils in Embakasi district, Nairobi county- Kenya. The study used a descriptive survey design where from the 42 public primary schools in Embakasi District, a sample of 15 schools was selected randomly in this study. The research used an interview and questionnaire to gather information

from 15 head teachers. He found that 40% of the head teachers had never involved parents in the management of pupils' behaviour while 30% of the head teachers indicated that they fully involved parents in the management of pupils' behaviour. He suggested that the parents' involvement would be in-terms of offering mentorship, guidance and counseling and motivating the students, the head teachers should incorporate parents in their pupil management scale to a greater extent; government should offer continuous training to the head teachers on pupil management behaviour to keep them up-to date with skills that will assist them to run their schools effectively.

2.5 Knowledge Gap

A review of literature on the perceptions of school management, teachers and parents**,** on the objectives of effective school discipline practices found that the effective schools discipline were: the use of rules, administration of punishment and educate. Also, effective schools disciplines were enhanced by the use of commitment to work, good relationship, effective communication and involvement of parents. It further found some barriers to effective schools discipline; it included barriers such as lack of stakeholder's knowledge and skills, poor cooperation and incompetent teachers. There have been limited studies conducted in Tanzania that dealt much with the perception of stakeholders regarding current effective discipline practices. So, this study will specifically deal with the perception of stakeholders on current effective schools discipline practices, the way a well organized school discipline is perceived, understanding of the barriers to effective schools discipline practices, and the factors

that improve effective school discipline among secondary schools in Mbeya region. Therefore the study intended to fill this knowledge gap.

2.6 Conceptual Frame Work

Conceptual frame work of how the perceptions of stakeholders influence effective school discipline in Mbeya public secondary schools.

2.6.1 Description of conceptual frame work

The conceptual frame work above describes the relationship of independent, intervening and dependent variables based on the hypothesis of the variables. The effective school discipline was influenced by independent variables such as reinforcement, perceived attitudes and rules, mentors and educating programmes-guidance and counseling. The focus was the perceived factors of head of school, teachers and parents who were the central independent variables eventually establish the kind of results. The development of maintenance of the effective school discipline were also influenced by the presence of intervening variables such as lack of management supervision, lack of administrative support, lack of parental support, lack of staff professional development and training, lack of leadership approach, lack of awareness. The conceptual framework is useful to the study on the premise that stakeholders play a significant role in determining the effective school discipline.

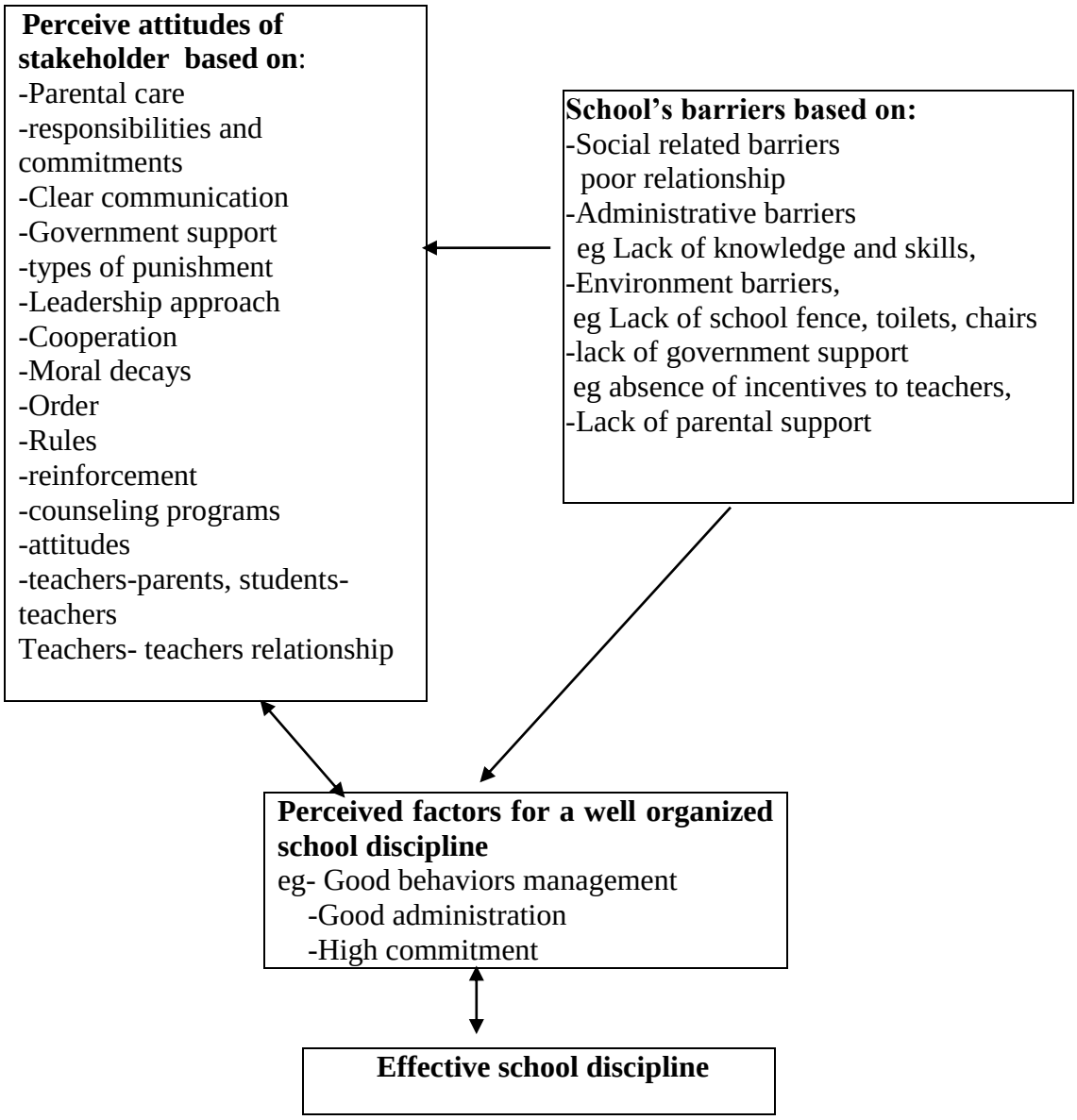

Figure 1.0 Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedures that were used to address to the research problem of this study. According to Enon (1998) Research methodology refers to strategies or plan of the study that is normally employed during the process of data collection and analysis. Thus, the research methodology provides a full description of the research design, the target population, sample size and sampling procedures, research instruments, reliability and validity, data collection procedure and ethics of research.

3.2 Research Approach

A qualitative approach was applied in collection of information and data analysis according to the employed research questions. The qualitative analysis approach allows the researcher to gain deeper and clear understanding of the respondents, personal knowledge, experiences and feelings (Best and Kahn, 1992). In this study, personal interview was conducted to the respondents in order to get their personal experiences and views concerning the study of effective discipline with respect to the stated specific objectives.

3.2.1 Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blue print for collection, measurement and analysis of data (Kothari, 2004). The study used a case study design in order to use efficiently and effective

resources available such as effort and time, so as to gain maximum the required outcome and conclusion of the problem.

3.2.2 A Case Study Design

In this research, the study a case study design, since it gives a rich description of the subject of the study in order to provide a better understanding of the phenomena Bryman, 2004.The study used a case study due to the following qualities. First, it is fairly exhaust method which enables the researcher to study thoroughly different aspects of the phenomenon. Second, it is flexible in data collection methods and third, it saves both time and costs (ibid).

3.3 Area of the Study

The study was conducted in selected public secondary schools from Mbeya region comprised of Mbeya city, Mbeya, Rungwe district, Kyela district, Chunya district and Mbalali district. The region is highly populated with population of 2,707,410 inhabits this is according to the 2012 national census. Mbeya region was selected for this study due to the presence of many indiscipline incidents among secondary schools. More specifically, this study was conducted in a small sample of three selected districts, which are Mbeya city, Mbeya rural and Rungwe.

3.3.1 Population of the Study

A population is a group of individuals, objects or items from which samples are taken for measurement. It is an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). The qualities of effective population

sample are diversity, representative, accessibility and knowledge. The study involved 2 schools from Mbeya city, 2schools from Mbeya rural district and 2 schools from Rungwe district. Also, 06 Heads of school, 18 teachers and 18 parents were involved to views what they perceive in this study of effective discipline practices.

3.3.1.1 Sample Size and Sample Procedures

For the purpose of gathering accurate data that are free from bias, conveniently, purposive and simple randomly sampling techniques was employed.

3.3.1.2 Sample size

Sample size refers to the number of items to be selected from the universe to constitute the sample (Kothari, 2004). This study involved the small size of 42 respondents constituting 06 heads of schools, 18teachers and 18 parents from three districts in Mbeya region.

3.3.1.3 Sampling methods/procedures

This study used purposive sampling in selecting districts and heads of schools. Convenient sampling was used to select sample of teacher from each school, they were selected on the basis of school working duty. Another method is simple randomly sampling was used in selecting the sample of the study, Cohen *et al.*, (2000) says that, in simple random sampling each member of the population in the group has an equal chance of being selected. In this study, simple randomly method was employed to pick parents whose students in a particular school. Table 3.1 shows a sample distribution of districts, schools and stakeholders.

Table 3.1 A sample distributions of 42 research participants in Mbeya region

DISTRICT	NAME OF SCHOOL	HEADS OF SCHOOL	TEACHERS	PARENTS	TOTAL
Mbeya district	Mbeya day	01	03	03	07
	Uyole	01	03	03	07
Rungwe	Mpuguso	01	03	03	07
	Bujera	01	03	03	07
Mbeya rural	Usongwe	01	03	03	07
	Malama	01	03	03	07
Total		06	18	18	42

3.4 Variables and Measurement Procedure

During this study two types of data were collected which are primary and secondary data

3.4.1.1 Primary Data

Primary data are those data which are obtained from primary source. Their information are gathered directly from the respondents, it involves creating new data (Kombo, et, al 2006). These are the data which are collected afresh, for first time and those happening to be original in character. In this study primary data was generated through semi structured interview.

3.4.1.2 Secondary Data

Secondary data are those which are obtained from secondary sources, it includes data which have been already collected and analyzed by someone else, (Kothari, 2006).In this study, secondary data was obtained from various records of disciplinary files and other published materials of disciplinary action done by school management against those students who were misbehaved from their secondary schools were collected.

3.5 Instruments for Data Collection

Research instrument are the tools which researcher uses to collect data, (Kothari, 2004). The data was collected using interviews.

3.5.1 Interview

Semi structured interviews were held with heads of secondary schools, teachers and parents. Semi structured interviews are Interviews based on the use of interview guide in which list of questions or topic that needed to be covered by the interviews are written (Kombo and Tromp, 2006). This instrument was used because it allows a researcher to collect in-depth information through the use of open ended questionnaire.

3.5.2 Documentary review

The process of documentary review often involves some or all conceptualizing, using and assessing documents (scott, 2006). Various discipline files records were reviewed in the selected secondary schools. Documents which were reviewed were including the discipline files records from 2015 to 2016. Document review was used to clarify or substantiate participants' statements and was used to provide thick description of the case (Esterberg, 2002).

3.6 Data Analysis

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data so that they enable to analysis (Kothari, 2004).In this work data was

subjected to content analysis due to their explanatory and qualitative nature. Content analysis helps to reveal patterns, themes and categories which are important to social reality. The data was coded and categorized into their respective themes based on the research tasks and questions. The analysis of this information was helping a researcher to draw up conclusion and give recommendations. In documentary analysis, the researcher persuaded the school's administration to check already documented information from disciplinary files; this assisted a researcher to clarify the information of heads of schools, teachers and parents on disciplinary cases in public secondary schools in Mbeya region.

3.7 Validity and Reliability of Research Instruments

The research instruments proposed was subjected to test for validity and reliability to determine whether they need improvement or not. The questionnaires and interview guides were validated through pilot study which was conducted at Mbeya secondary school before embarking at actual data collection. Test-Retest method was used to test for reliability where a respondent who completed the questionnaire was asked to complete it again after two weeks and his or her choices compared for consistence. The aim pilot study was to check the effectiveness of the instruments in picking the required information. Lastly the researcher was welcome the supervisor to give comments in terms of relevance, coverage and consistency.

3.8 Ethical Issues

A researcher asked for appointments to know when and at what time the schedule for him will be arranged so as to attend and doing the activities of the study, the

appointment was from all heads of secondary schools in which the study was took place. All selected participants were informed clearly of the importance of the study and the benefits were explained to heads of schools, teachers and parents and their rights to take part in it or not. A researcher was clarify the research problem, purpose of the study, the short term and long term benefits and loss due to their participation in this study also the respondents were understood the probable harms that they may encounter by participating in the study. Also the respondents were informed of all data collection devices and activities. The respondents were treated with respect and personal, identifiers was not be included in the research report that was released to the public in order to avoid the identification of respondent. The information collected was kept safely so that no any unauthorized individual was able to access it. Furthermore, the researcher was clarifying the information that was obtained from the respondents and was only for research purpose.

3.9 Data Collection Procedures

Data was collected after the approval of the research proposal by the research supervisor and get a permit to collect data; the researcher reported and produced a copy of the permit to the relevant authorities of the area of the study for clearance. Copies of introduction letter were delivered to the head of schools and familiarize them by explaining the nature and the purpose of the study. The researcher visited the selected secondary schools personally and administers the questionnaires to teachers and students, and the interviews guides was conducted by the researcher together with the teachers and the head of school.

3.9.1 Research Clearance Letters

The permission to conduct this study was approved by the relevant authority of Open University of Tanzania including: the Vice Chancellor (VC) of the Open University of Tanzania, District Executive Director (DED) and Head of schools. Research clearance permits a researcher to conduct a study at public secondary schools in a study area which has chosen by researcher. The letters were used to introduce the researcher to the respective schools in the process of data collection in 2016.

3.10 Chapter Summary

This chapter presents research methodology. The study used features of qualitative. A researcher purposively has chosen two public secondary schools in each district in Mbeya region. The researcher used interview and questionnaires as an instrument of data collection. The analysis of study findings from interview, questionnaires and documentary review was summarized in tables and described in relation to research objective. The data that was collected through structured interview from head teachers and parents was analyzed qualitatively. The key points emerging from the interviews were reported in narrative form based on the research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of this study. The purpose of this study was to investigate the Perceptions of school management, teachers and parents on the effective discipline practices in Mbeya public secondary schools. It attempted to determine if the views of the 42 participants aligned with the published literature on school discipline practices. Specifically, the study explored the views of heads of schools, teachers and parents regarding current discipline practices; factors as perceived by the participants, play a role in a well organized school discipline practices; aspects perceived as barriers to effective discipline practices as well as the ideas that the school management, teachers and parents have that can enhance effective discipline practices. Each of the 42 participants from school X1, X2, R1, R2, Y1 &Y2 was voluntarily participated in a qualitative in-depth interview.

4.2 Respondents' Profile

This section presents profile of the respondents as all of them were interviewed, hence heads of schools, teachers and parents were participants involved in this study. A total of six secondary schools were visited from three districts in Mbeya region namely Rungwe, Mbeya district as well as Mbeya city and hence a total sample of 42 respondents were involved as shown in the Table 4.1;

Table 4.1 Distribution of Respondents by district

District	Number of schools	Heads of school Teachers		Parents	
		F	%	F	%
Mbeya (R)	2	8	19.0	6	14.2
Mbeya (C)	2	8	19.0	6	14.2
Rungwe	2	8	19.0	6	14.2
Total	6	24	57.1	18	42.8

In **Table 4.1** a total population of 42 (N =42) responded. This table provided the researcher with the distribution of the respondents as per district of the respondents. In this table, it was revealed that each district has equal (19%) of the teacher respondents where as 14.2% from each districts were parent respondents. Among teacher respondents, there were 6 head of schools, 6 discipline masters of the schools and the rest 12 were other teaching staff members. However parents were picked on the basis of having children in the school or neighborhood to the school compounds. This confirms that there were reasonable representation of participants from each of the selected districts and schools.

4.2.1 Distribution of respondents by gender

The study participants were also examined of their gender as both male and female respondents were interviewed. The categories of respondents according to gender were as shown in Table 4.2;

Table 4.2 Respondents' Gender

Gender	Heads of school and Teachers		Parents	
	F	%	F	%
Male	13	31	8	19.0
Female	11	26.1	10	23.8
Total	24	57.1	18	42.8

In Table 4.1 a total population of 42 (N =42) responded. This table provided the researcher with the gender of the respondents. In this table, it was revealed that 57.1% of the respondents were males and 42.8% were females. This confirms that male educators and teachers are most prevalent in secondary schools in Tanzania. Coleman, (1988) asserts that gender stereotypes, socialization factors, bias and the patriarchal nature of society, still make it difficult for women to be accepted as teachers and head of schools.

4.3 Views of Heads of Schools, Teachers and Parents Regarding Current Discipline Practices in Secondary Schools

The first objective was set to examine the views of heads of schools, teachers and parents regarding current discipline practices. Interview was used to collect data from all 42 participants. The majority of interviewees seemed eager to share their perceptions about the current discipline practices in secondary schools. However in order to reach at a reasonable conclusion, various questions were asked to determine the understanding of the participants' roles in managing schools discipline as well their views on current state of discipline practices in the schools. Interview was used to solicit information from 6 heads of schools, 18 teachers and 18 parents. The question was: what is your responsibility in disciplining students in your school? Some of the responses were obtained:

Head of school 1: *I have been involved in ensuring that all school members (teaching staff, non teaching staff and students) have a better understanding of what is acceptable and expected in a school with good order and discipline. As such I have to oversee the performance of school rules and regulations among students as well as remind teachers of observing working code of conduct as proper treatment of students.*

Head of school 2: *I would say, I am required to settle all disciplinary matters arising in the school. In case decisions I have to issue punishment or an alternative to suspension and a commitment from the school community to ensure well discipline environments."*

Head of school 3: *I have been playing various roles in managing school discipline such as taking every opportunity reinforce the positive factors that contribute to effective school disciple. I always preach for interpersonal respect between and among teachers, teachers and workers in general. In other occasions I have to administer punishment as required by law, ensure proper dressing by students and workers, providing guidance and counseling as well as chairing the discipline committee. Additionally, I am required to ensure all students' disciplinary behaviours are documented in a portfolio. The portfolio may include evidence of what the student has done to improve the school climate through such indicators as good study habits, positive team spirit, and participation in a service learning project or school pride activity.*

Generally, the interview responses from six head of school indicated various roles they are playing in managing discipline in secondary schools such as to manage school discipline committee, oversee academic discipline related issues, oversee school rules and regulations related discipline matters, administering punishment to misbehaved students (inside and outside) providing guidance and counseling, ensuring students dress properly, teach them to observe school time table, create school friendly discipline environment as well as to be close to students and listen to their problems.

Roles of teachers in managing school discipline

Teachers were also requested to air their views on their roles in managing discipline. As pointed out early interview was used to solicit this information from a total of 18 teachers. The following were some of their responses:

Teacher 1: *As teachers we have big role to play to both school administration and students on issues related to discipline. We advise guide and counsel students. We also advise our fellow teachers on personal disciplinary problem. We also observe school rules and regulations. We do all these as our support to school administration.*

Teacher 2: *Since I started working in secondary schools, I have been playing various roles in managing various disciplinary practices such as settling disciplinary disputes involving either students alone or teachers and the like. I also have been conducting time to time student guidance and counseling as a class master and as an academician. On top of that I have been advising our head master on some disciplinary matters whenever I asked. It is obvious that, such roles are played by other teachers as well thus as teachers we are required to set a good example in maintaining proper school discipline practices.*

Teacher 3: *I have been monitoring students' classroom behaviour through checking their class attendance, solving student related conflicts, inspecting their uniforms as well as advising them to respect each other…*

Conclusively, the roles of teachers in managing school discipline ranged from monitoring students' class attendance, proper wearing of uniforms, offering punishments, provision of guidance and counseling as well as advising the school administration on how to deal with various disciplinary aspects in the schools.

Parents were asked to state their roles in managing secondary school discipline. All eighteen parents perceive that their major roles are to develop students spiritually, emotionally and intellectual. Further, it was discovered that, despite of having other social and family responsibilities; parents contribute significantly to managing student discipline through playing different roles. Most of these parents agreed that secondary schools need a sense of effective discipline practices in order to become

valuable institutions in the community. However such agreement was revealed to partly be accompanied by roles played by parents. Some of their responses were as follows:

Parent 1: *I know various roles I have to play in ensuring effective secondary school disciplinary practices as I have been involved in school disciplinary committees for about five years now; there I have learnt that the moment I inspect my son's exercise books, I look for his proper dressing, I warn him over involving with bad peer groups, I teach him to salute elders and others; I also help the school to maintain its discipline since it was eventually have students who are well mannered from their families*.

Parent 2: *I have been teaching my children to behave properly when they are at school or at home. I believe such practice can contribute to create useful discipline practices not only at home but also at school. I teach my children to consider constructive use of behaviour change among children such as use of cell phones, televisions etc, advice teachers on how to deal with children's behaviour as well as observing school attendance among children. If all parents would learn to support children's school activities and manners; I believe that would symbolize the role they play in maintaining effective disciplinary practices.*

Parent 3: *As a parent I have been involving in a positive and constructive manner to shape disciplinary practices at school such as counseling and some time I reinforce a particular behavior negatively through productive punishment. I report to school administration of some disciplinary cases when I discover among students and teachers; I also involve in construction of some school infrastructures meant to control discipline of the students apart from giving ideas in school-parental meetings.*

Eventually, majority of parent respondents agreed to be playing various roles in managing school discipline practices which are summarized in Box 1.

Box 1 Roles played by parents in managing children' discipline

Investigating children disciplinary characteristics at home. Eg. Early home return from school, types of peer groups he/she is involved with, his/her character when interacting with parents, peers and other members of society
Considering useful use of behaviour change among children such as use of cell phones, Tvs etc
Advising children on observing proper behaviour (guidance and counselling)
Advising teachers on how to deal with children's behavior
Observing school attendance among children
Establish disciplinary environments at home
Establishing alternative behavioural activities

Looking at the data regarding the roles of parents, one can concluded that parents play significant roles in managing school discipline such as teaching their children social values like obedience, respect and discipline as well as participation in performing home and school duties, and Furthermore, parents motivate children needs that would prompt for disruptive behaviours as well as reporting to school administration on the observed student discipline problems among the community.

Similarly the study conducted by Salehi, Patel Taghavi and Pooravari (2016) in Iranian schools revealed that, teachers played many kinds of roles employed to deal with discipline practices such as, punishment, reporting the matter to the affected families and separating students from the peer groups, respectively. Punishment technique was used by the teachers when they faced students who for instance bullied other classmates. Others roles included separating students from the group, empathy

with parents of victims, effective discipline practices and providing advice for parents. The study revealed that it was necessary for teachers to report the matter to their parents and involve them to control children's wrong behaviours (Salehi, et al, 2016).

On the other hand, Lewis, (2007) discovered that, when students display appropriate behaviour, it is important for head teachers, teachers and parents to tell them they are acting like responsible individuals; this is a common practice used to ensure accountability and responsibility. It is important to emphasize the importance of being responsible for good behaviour choices. Accountability is also vital to effective discipline practices. In terms of student behaviour, children are going to mess up. All youngsters will make mistakes and misbehave from time to time. When this occurs, it is important that they take responsibility for their actions. Parents, teachers, and administrators have the responsibility to teach those students how to correct and learn from their mistakes. After all, the goal is to have students act appropriately even when they think no one is watching (Lewis, 2007).

All school personnel and all parents have been accountable for the enforcement of school rules and student expectations. Parents should hold their children accountable for their inappropriate actions at school. Many parents need to take more responsibility for teaching their children appropriate behaviour choices at home so this can be carried over to the school environment. It takes supportive parents, teachers, and administrators working together to ensure successful student behaviour (Lewis, 2007).

It can be deduced that head of schools and teachers organize school-parent's meetings which symbolizes that effective communication and giving children responsibility in teamwork activities are appropriate means to prevent disruptive behaviour. Although improving interpersonal communication has been a useful prevention strategy to help them stay out of trouble and interact with each other as good friends, teachers also need to know how they should monitor children's activities to ensure that this strategy works. Parent-teacher meeting as a prevention strategy also gives confidence that the significant role of the parents regarding the safety of their children plays as deterrent.

The results revealed that, heads of school are actual stand for school administration as well as teachers are the foremost actors in dealing with all school discipline practices in first hand. The revealed in the findings, heads of schools and teachers are have the general mandate to receive and of spy out all actions sought to contributing to disruptive behaviours in schools, seek for solutions and implement the decision before informing anyone. Only disruptive behaviours which either have been very serious to be handled by the school administration or the one whose occurrence has a public interest would require school administration to join hand with other actors such as parents and local governments in looking for immediate solution.

The second question in the first objective sought to solicit information on popular discipline practices found in secondary schools particularly among students. The aim was to ascertain their views as to whether the prevalent disciplinary practices were all good or there were some undesirable discipline cases in secondary schools. Most

interviewees felt that there were a lot of undesirable discipline practices in secondary school which jeopardized the well being of majority of schools, staff as well as students.

The interviewed was conducted from, 6 heads of school, 18 teachers and 18 parents. The respondents were asked: what are the most popular discipline practices in your school? A total of 34 respondents were able to state the popular discipline practices are punishment, communication, counseling and the use of school rules and regulation.

Some of their responses about popular discipline practices were:

Head of school 1: *As a heard of school who is supposed to oversee all school matters, I have been witnessing a number of undesirable discipline cases among our students reported to my office either by students themselves, teachers or by parents. The common problems reported recently include truancies, fighting, improper dressing, alcohol drinking as well as lack of respect to elders and teachers among others. It has appeared that such improper behaviours disrupt our school time academic time table and general reputation of our school. So, from all kinds of misbehaved we prefer to involve parents to discuss the better way to control their children, we also emphasizing to obey school rules and regulations.*

Head of school 2: *Teachers have been witnessing a number of undesirable behaviours among students both at home and even at school. Among the bad behaviours she identified included fighting, destruction of school properties, smoking especially bhangi/marijuana, disrespect to teachers in classrooms and some refuse to be punished by teachers when caught with undesirable behaviour. From such kind of misbehaved we are most practising using counseling and punishment to remove those disruptive behavour.*

The head of school 3: *Our school practices communication, in dealing with serious misbehaved students. There time we conduct students class meeting, school and parents meeting and also we use discipline*

recording files to keep all discipline reports of misbehaved students so as to have specific information of how and when the discipline problem was solved.

The responses from other teacher were:

Teacher 1: *As a female teacher, there once happened, a student was caught wearing improper school uniform. As a teacher on duty I punished him to clean some environments of the school which had not been cleaned in the day; unfortunate, the student refused to do the punishment until the discipline committee decided on the issue. However, other disciplinary problems I am witnessing among students include destruction of school properties such as desks and flower strips, involvement in sex practices, theft of school and or fellow properties as well as truancy.* th there *once happened, a student was caught wearing improper school uniform. As a teacher on duty I punished him to clean some environments of the school which had not been cleaned in the day; unfortunate, the student refused to do the punishment until the discipline committee decided on the issue. However, other disciplinary problems I am witnessing among students include destruction of school properties such as desks and flower strips, involvement in sex practices, theft of school and or fellow properties as well as truancy.*

Teacher 2: *There are a lot of admired disciplinary practices shown by teachers and school administration. The familiar disciplinary practices are suspension, corporal punishment based on sticks and productive work for the benefit of the school projects. For example, in our school some students have a tendency to come late daily; teachers normally give them strokes and sometimes watering flowers or cultivating school farm. Few students who found criminal cases like smoking, theft, drinking alcohol and engaging in sexual practices are normally given suspension.*

Teacher 3: *We use psychology punishment, because we find some limitation from the government and parents. The moment a student misbehaved, we leave them to do whatever they want, whether they have done good or not. These psychological punishments allow student to come late in school and teachers run off to perform their roles like counseling, and leave to give assignments and marking student's work.*

Some responses from other parents were:

Parent 1*:* *I do not use punishment to hand my children when they misbehaved. So, I use counsel and educating social moral*

values, and sometimes I do apply positive reinforcement. This has no negative impact on students' discipline.

Parent 2: *I have been using motivational factors to my children including as a way to encourage desirable discipline practices among them. I have been promising each of my children to be given gifts if they have academic awards at school. Sometimes I give such as child with a pen, a new uniform, a new home close or anything useful at the moment.*

Parent 3: *I give punishment whenever I find my child to misbehave. Some of the punishments include corporal punishment of beating sticks, or psychologically using harsh words to discourage repetition of such disruptive discipline practice. I have seen positive results by doing so as even teachers have been praising my children of showing desirable discipline at school.*

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The findings above was revealed in this literature study chapter two, from the study done by Elbla, (2012) that investigated the issue of corporal and verbal punishment as means of disciplining pupils' behaviour in basic schools in Khartoum- Sudan. When he found that some teachers use punishment as it has negative impact on pupils' behaviour and personality but there are no other alternatives they could follow: other teachers believed that they punish their pupils due to the stress and frustration they experience. Also, the findings supported by Salehi et al, (2016) who discovered that, teachers understand the use of force, verbally and physically punishment, as among of the main disciplinary problems in schools. Teachers made specific remarks about physical disruptive behaviours such as bullying as the first level of perception as they named violence, both categories of verbal hurt and physical attacks as well as brutal force as bullying. Furthermore, Lewis (2007) reported existence of violent behaviour for young elementary school children primarily consists of aggressive behaviour, such as kicking, hitting, spitting, or name-calling. As children grow older, behaviour becomes more serious, characterized by

bullying, extortion, and physical fighting. Aggressive or other violent acts may include assault, sexual harassment, gang activity, or weapon violations against other students and staff. Presence of various disruptive discipline cases among students in secondary schools suggest that, teaching and learning cannot be effectively implemented as school members would "feel" unsafe. Violence, disruptive behaviour and aggression can interfere with learning, resulting in a loss of instructional time, and reduction in student achievement (Kincaid, 2003). Furlong, Morrison, and Pavelski (2000) further state "violence on school grounds has violated fundamental tenets about providing safe conditions in which teaching and learning take place." Finally based on the findings, it could be said that, as children grow, they will begin to make more choices for themselves. Through this process, many children will make inappropriate behaviour choices at school hence creating management of discipline to be a common task of school administrators. Although all children make mistakes in terms of behaviour choices, this should not mean the end of the world.

The first objective was to examine the views of heads of schools, teachers and parents regarding current discipline practices. From the above results it can be concluded that the current discipline practices in secondary schools are learnt by understanding roles performed by various stakeholders such as head of schools, teachers and parents as well as recognizing the existence of various disciplinary problems happening in the schools. The roles performed by head teachers, teachers and parents regarding current disciplinary practices include giving directives to students on desirable discipline practices such as through guidance and counseling, controlling desired discipline among children at home as well as making decisions on various disciplinary problems

happening in schools including truancy, fighting, Involvement in sexual intercourse (love affairs) that leads to pregnancies as well as drunkenness and smoking.

4.4 Factors as Perceived by the Participants Play a Role in a well Organized School Discipline Practices

The second objective sought to determine which factors, as perceived by the participants, play a role in a well organized school discipline practices. Interview was used to collect the information from all 42 respondents namely head of schools, teachers and parents with the aim of understanding what factors are preferred by each of them. The interviewees were asked to state what factors so far are important in managing a well organized secondary school discipline practices. The question was: what factors do you consider to be more important in managing a well organize secondary school discipline practices? The findings revealed various categories of factors such as psychological treatment related factors, school administration related factors, school environment related factors, school-community relations related factors as well as staff knowledge and effectiveness;

4.4.1 Psychological treatment related factors

The study explored psychological treatment related factors in administering a well organised school discipline. The question was: What factors do you consider to be more important in managing a well organize secondary school discipline practices? An interview method was used to solicit information from 6 head of schools and 18 teachers: The theme emerged from 22 out of 24 participants were the use of

punishment, use of advisory techniques through guidance and counseling as well as use of motivation. Some of their responses were:

Teacher 1: *I'm not committed to deal with any students who misbehaved. I don't have enough knowledge and skills to implement psychological punishment. So, what I do is to leave a student does whatever she or he wants*

Teacher 2: *I know the common psychological related factors that as a teacher I use to control disruptive disciplinary behaviours among students such as motivation to acceptable disciplinary practices including awarding the well disciplined students in my class, discouraging disruptive behaviours through narrating stories of successful people/students who had succeeded in life exercised desirable behaviour as well as counselling my students whenever I sense existence of disruptive behaviour both at school and at home. When disruptive behaviours become rampant I am providing punishment both psychological and corporal*

Teacher 3: *I give punishment whenever I find a student to has exercised disruptive behaviours at school and at home. Such punishments include corporal punishment of beating sticks, or psychologically using harsh words to discourage repetition of such disruptive discipline practice. I have seen positive results by doing so as even teachers have been praising my children of showing desirable discipline at school.*

The responses from the head of school were:

Head of school 1*:* *I'm very strict in implementing the school rules and regulations. So when I get report about discipline problem, I used to involve parents and discussing the problem of misbehaved student. I try to weigh the kind of offence and punishment, and make decision whether a student is to be expelled or suspended. I always suspend a student for any misbehaved so that it will affect both parents and student for a certain time.*

Head of school 2: *As a head of school I have been encouraging teachers to always provide guidance and counseling techniques to ensure we have a well organized school discipline practices. I, myself has been teaching and through classroom sessions, I usually provide guidance and counseling to my students. I also do such practices in school barazas, in school-community meetings as*

well as in morning assembly whenever disruptive discipline practices are reported to my office

Head of school 3: *I emphasize school mission that discipline and academic are the core for success. I remind and emphasize students the necessity to obey school rules and regulations the first day when a school is opened, I create good relation and communication between teachers and parents, teachers and students. , I emphasize class masters and school discipline committee to conduct their meeting according to the school schedule.*

The findings in this study are supported by Maphosa & Shumba (2010) who argued that indiscipline in schools has continued to grow; however, since the banning of corporal punishment, teaching has become a "stressful and challenging occupation" and many teachers are de-motivated and feel hopeless (Marais & Meier, 2010). In similar vein, Mtsweni (2008) observes that after the banning of corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with learner indiscipline in schools hence need to consider psychological type of treatment/punishment has been recommended.

As a result of the perception that the Alternative to Corporal Punishment (ATCP) which relies on psychological treatment was imposed as head of schools, teachers, parents, feel that would work accordingly (DuPreez & Roux, 2010). Such treatment involves cultural, religious and personal experiences in dealing with discipline practices. It is important to note that there are critical role players in education who are also against the ban on corporal punishment, e.g. Christian organizations; traditional leaders almost unanimously insist that corporal punishment is a traditional practice and a cultural right (Masitsa, 2008). Such findings show that, the common psychological related factors that play a role in a well organized school discipline

practices as used by secondary school administrators, teachers and parents include use of academic and disciplinary motivators, use of punishment as well as use of guidance and counselling.

4.4.2 School administration related factors

School administration related mechanisms were identified as factors playing a role in a well organized school discipline practices. The question was: What do you consider your role in enhancing effective discipline practices? An interview method was used to ask for information from 6 head of schools and 18 teachers and 18 parents: The findings from 32 participants revealed factors such as democratic style of leadership, use of school committees such as school boards, school disciplinary committee and school baraza as well as proper student treatment as observed by staff and school administration in general. These factors were reported to be common practices that had been used to influence desirable discipline practices. From the interviews, the following quotation reveals existence of such factors;

Some of their responses were;

Head of school 1*:* *As administrator I forecast the situation and time to tackle the problem. I have been employing different leadership styles in settling some discipline crises such as strikes to students, I remember it was last year students were strike to do productive punishment, so serious conflicts occurred. I used democratic style such as discussion and negotiations with the involved parties in settle ling that dispute, very rare in some occasion I use dictatorship and sometimes I use a mixture of the two methods.*

Head of school 2*:* *I ensure that school duty roaster is conducted effectively by teachers who are on duty. I ensure students assessment behavour is conducted three times per year and where necessary I provide corrective approach and punishments as a means of shaping students behavours. I insist cooperation to*

mean that teachers should work in team to control and handle students' misbehaviour

Head of school 3: *I use some strategies as guide line in implementing a school discipline policy. I always remind the teachers and students to obey the code of conduct. I prefer to involve parents and teachers through school disciplinary committees and discussing the way to improve school discipline policy.*

The responses from teachers were:

Teacher 1: *I know our head of school is very effective in controlling school discipline. He usually summons staff meetings to discuss major disciplinary cases, emphasizes proper treatment of students, fellow staffs as well as school visitors. In the beginning of each term he has been summoning school meetings with parents, students and also with school board to discuss overall school programs including maintaining school discipline. At a time of major complicated undesirable disciplinary problems he has been using school boards, discipline committees, local government as well as district education officer. Such actions have always brought positive results in controlling desirable discipline practices in our school*

Teacher 2: *I suggest if we want to make a well school discipline, as teachers we have to work in team and commitment in dealing with all disruptive behaviours*.

Teacher 3: *I suggest the school administration to involve school-community meetings, school-student meetings, staff meetings as well as school board meetings to discuss and establish desirable disciplinary practices to be observed by students, teachers and the general community in relation to maintaining school discipline.*

The results above show school discipline is built by existence of cooperation between students teachers and parents, effective communications, democratic readership as there been involvement of parents to discuss students' disciplined cases. Similarly, the study revealed by Kibet, Kindiki, Sang and Kitilit (2012) to establish the relationship between the leadership approach and students' discipline in

secondary schools in Koibatek district, Kenya. The study found that, principals involve other stakeholders, particularly teachers, students and parents in the management of their schools. The principals communicate clearly to students but frequently retain the final authority over most issues and also the study found the existence of a significant relationship between leadership approach and student discipline. The study suggested that principals should embrace democratic leadership in their capacities as school leaders by involving teachers, students and other stakeholders in decision making processes.

Responses from parents were as follows:

Parent 1: *As a parent I find it very comfortable when the school has effective school administration that uses effective democratic style of leadership. At times we get some Head masters for instance who is very rough; he would allow the use of corporal punishment uncontrolled, would use harsh and disrespectful words and actions and put a school like a hell. However, some head masters I know have been leading our school very peaceful to an extent that every parent and student felt it good to be there.*

Parent 2: *I have been using motivational factors to my children including those in secondary schools as a way to encourage desirable discipline practices among them. I have been promising each of my children to be given gifts if they have academic awards at school. Sometimes I give such as child with a pen, a new uniform, a new home close or anything useful at the moment*

Parent 3: *I think education is needed to all stakeholders. This will assist to acquire skills and knowledge on how to handle our children discipline, also we are supposed to cooperate together to teach our children the important moral values and counseling them so they could behave well.*

Based on such quotations it is ascertained that effective and democratic school leadership that organizes school meetings as well as proper treatment of school

members play important role in ensuring that secondary schools have a well organized discipline practice. The findings would suggest that, most secondary school administrators spend a significant portion of their time addressing school discipline and student behaviour. While there is no way one can eliminate all student behaviour problems, there are steps taken to ensure that school discipline program is seen as effective and efficient (Moye, Khewu and Bayaga, 2014).

It is however precaution that, school administrators and teachers should know what kinds of discipline issues they expect to handle in class, school environment and what issues can be sent to head of school's office. They should also know what consequences are acceptable for them to hand out when dealing with smaller student discipline problems. Such issues involve establishing trust with teachers and students that enables better communication so that there is a room to provide some constructive criticism to all members when necessary.

4.4.3 School Environment Related Factors

Based on the leading question that explored what factors play key role in a well school discipline environment, an interview instrument was used to solicit information from all 6 heads of school, 18 teachers and 18 parents. The question was asked: What is your role to enhance effective discipline practices. A total of 30 respondents were able to state school environmental related factors. The common school environment factors identified by the interviewees included reasonable school distance, attractive school physical and classroom environments, controlled school

classrooms with a fence, proper school location as well as use of school dormitories (boarding schools).

Some of their responses were:

Head of school 1: *I normally work hard to improve school environments both related to students and teachers. I have been ensuring availability of staff room and teacher officers as well as chairs; improving school physical infrastructures such as flowers, well equipped classrooms as well as school fence. They have minimized a lot of disciplinary problems as school members feel comfortable at school …*

Head of school 2: *My school has attractive environments that assist in controlling behavioral problems such as truancy, bullying, and fighting. The environments include flowers, shading, and technical location of classes as well as good classroom ventilation.*

Head of school 3: *I have experience that majority of students whose homicides are close to school do observe many desirable disciplinary practices such as punctuality as respect to elders. This is because they have little time to interact with outsiders and small distance to travel to and from school, however, those whose homes are very far more than one kilometer from school are the major truants and stubborn as we do not easily know their parents cannot control ability for them to interrupt with bad groups hence disrupting our school disciplinary practices.*

Responses from teachers were;

Some teachers were able to speak about the role of school environment in ensuring well organized school disciplinary practices; some of their responses were:

Teacher 1: *quite sure that attractive school environment is a catalyst for desirable behaviour among students. For instance attractive physical school environment reduces likely of truancy among students, increases brain settlement that would otherwise encourage undesirable emotions thus leading to undesirable behaviours.*

Teacher 2: *I have experience to see some students escape from school before the time. Absence of school fence in our school compound has led to easy truancy among our students. Schools with such facilities have been able to control student discipline and thus ensuring well organized school disciplinary practices.*

The data signify that well controlled school environments have been contributing significantly to managing school discipline practices. However, Kimani (2013 indicated that in big schools, the head teachers and teachers take long to know their students by 52 face and also by names. This was said to create room for wayward students to engage in misconduct without getting easily noted. Sometimes, this made it very difficult for head teachers and teachers to handle some of the students' misconduct. They indicated that this was even made more complex by the different backgrounds that the students came from. In such situations school administrators have been improving school toilets, dormitories, physical internal structures as well as classroom conditions to minimize sources of disruptive behaviour.

4.4.4 School-community relations related factors

The study was able to ascertain participants' views on the roles of school community related factors in ensuring a well organized school discipline practices. The interview was used to solicit information from all 6 heads of school, 18 teachers and 18 parents. The question was asked: What is your role to enhance effective discipline practices. A total of 37 respondents viewed that parents, teachers, local government officers as well as other stakeholders perform serious roles such as family upbringing of children, monitoring of students' behaviour outside school, advising the school administration on different disciplinary situations as well as administering punishment. These roles have significant impact towards the enhancement of a well organize discipline.

Some of participants had this to say:

Head of school 1**:** *As a head of school, I have learnt to improve school-community relations as a means to ensure a well organized school discipline practices. I normally visit some parents and village experts to ask for some advice and or exchange ideas over different discipline issues. I also organize terminal and annual school-community meetings to share what ought to be observed by parents, students, teachers and other stakeholders regarding the future of school discipline practices. Such actions have increased ability of my school to control discipline practices not only to students but also to my staff, parents and anyone who happen to visit our school.*

Head of school 2: *I have witnessed several occasions when there is presence of good school-community relations have assisted to foster maintenance of desirable behaviour among students. Parents have been reporting to our school administration and teachers over some student disruptive students outside school compounds. I remember one parent brought his son here at after realizing that the son was cheating to attend school. The problem was settled through compromise.*

Head of school 3: *Even in our school community meetings, parents have been emphasizing the need for school to continue using parents as a tool to maintain student discipline. Such relations however has been fostered through school-community meetings as well as effective communication to the parents and other stakeholders on all disciplinary practice matters happening in school by the school administration.*

Some responses from teachers were:

Teacher 1: *I have been involved by the headmaster in disciplinary cases happening among students, despite the fact I guess that most of such cases are the most dangerous ones, but I think such action improves even other minor disruptive discipline cases among students. Am therefore happy to be part of the actors who advise the school on what should be done to improve discipline practice or what action can be taken against a certain disruptive discipline shown by students.*

Some responses from parents were noted;

Parent 1: *I play significant roles in ensuring a well disciplined school. I have been advised and encouraging my own and neighbours' children to behave well at home and at school encourage teachers to continue advising students on the importance of good behaviour ….*

Parent 2: *We parents have overall responsibility of monitoring the progress of our school as a whole and the discipline of both students and teachers. We assist in disciplinary meetings when asked to do so, we even involve in punishing our children who commit undesired behaviour at school and we monitor student behaviour at home and at the village level…*

4.4.5 Staff Knowledge and Effectiveness

On the other hand participants revealed the role of staff knowledge and effectiveness as a factor playing a role in a well school discipline environment as per general question on what factors play a role in a well school discipline environment. In interview was conducted to 42 respondents, however, responses from 12 teachers revealed that effective secondary school teaching and non teaching staffs' knowledge on dealing with various disciplinary cases has been vital in ensuring a well organized school discipline practices. The common knowledge identified included guidance and counseling skills, interpersonal skills as well as respect to school community members. Some other responses were:

Teacher 1: *We teachers are always educating ourselves on how we could effectively deal with disciplinary problems among ourselves and among our students. We normally have staff debates, arguments and suggestions on how to deal a specific disciplinary case of the day and thereafter discover ways we use in other occasions to deal with similar or other types of disruptive behaviours.*

Teacher 2: *I suggest teachers and other school staffs such as security guards and secretaries have been constantly educated on proper means to handle disciplinary practices among students. I have experience one student when I visited one of the schools in May 2017; the security guard of the day was so organized and disciplined to assist in my mission to pay for school fees of my child. I just learned that, even the secretary in the payment office offered disciplined treated to me and other fellows who went there.*

Teacher 3: *I know our responsibilities as teachers, we prevent all kind of disruptive behaviours such as truancy, late comers, noise makers and lazy students by doing communications with their parents, providing rewards that can motivate them to behave well and sometimes counseling is applied to handle misbaved students.*

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Based on such quotations, Mtsweni, (2008) investigated the role of educators in the establishment and Maintenance of effective discipline in the school and classroom in Nkangala region of Mpulamanga-South Africa. The results show various disruptive behaviors such as truancy, lack of cooperation among stakeholders and students defy authority. He suggested that in order maintain school discipline and effective classroom educators should change learners' attitude and discipline learners with love, models caring and committed behavior, should have to take time to reason and communicate with learners apply praise for improvement. He also suggested that there should be collaboration and between the school management team, educators, learners and other stakeholders in dealing with aspects such as absenteeism, late coming and the maintenance of discipline in general.

Apart from other factors, the adequate disciplinary skills and experience among secondary school staff play a vital role in ensuring a well organized school discipline practices as shown in Box 2.

a. likely to make punishment but according to type of indiscipline
b. use of psychological punishment’
c. advisory influence that have been based type of student
d. advise students to engage in economic activities (children from poor families) Problems like theft, truancy etc
e. Improve physical school environment
f. controlled school distance
g. Parental involvement in discipline cases
h. Teachers’ involvement, cooperation and knowledge
i. Use of school boards
j. Use of school rules and regulations
k. Motivation
l. Punctuality

Similarly, Moafian, & Pishghadam, (2009) evaluated teachers’ effectiveness that assessed their motivation towards dealing with school discipline. The results showed that teachers reward and praise students for good behavior and they are not very authoritarian. Further, teaching effectiveness, motivation and achievement in learning were all found to be related to discipline strategies. The results of path analysis showed that those teachers who used involvement and recognition strategies more frequently were perceived to be more effective teachers. Teaching effectiveness was found to mediate the effect of punishment on motivation while motivation mediated

the effect of punitive strategies on achievement. Motivation was found to have the strongest effect on achievement.

Generally, looking at the factors as perceived by respondents to play part in a well organized schools discipline practices, it can be summed that such factors are not limited to use of behavioural motivation, use of school rules and regulations, use of school board directives, improved school environments, use of psychological punishment, parental involvement in taking actions for disruptive disciplinary practices as well as advise students to engage in economic activities (children from poor families) Problems like theft, truancy.

4.5 Perceived as Barriers to Effective Discipline Practices

The third objective of this study aimed at assessing the aspects perceived as barriers to effective discipline practices in the studied secondary schools. Interview was conducted to explore information from 6 heads of school, 18 teachers and 18 parents. The question was: Explain barriers you see preventing effective discipline practices at school. Participants were able to name a number of barriers to effective discipline practices in secondary schools as presented below.

4.5.1 School administration related barriers

Participants were asked to explain aspects they perceive as barriers to effective discipline practices in secondary schools. The interview question was used to collect information from 42 respondents. Among of 32 participants were able to speak factors related barriers such as poor cooperation from parents, dysfunction of school

management, lack of discipline management skills and lack of teachers' commitment towards their job.

Some of their responses were:

Head of school 1: Serious *barriers I face in my school in maintaining effective discipline practices include lack of cooperation from some teachers, parents and the community at large, lack of immediate support from local government and the education officers as well as existence misunderstandings among teachers. Since we administrators, teachers, students and parents need to work as team; I have been facing little cooperation from some of my staff and parents as well as my top officers. This forces me to either delay in making some decisions or take poor decision in the discipline practice of the day.*

Head of school 2: *There various barriers I have been facing difficult in ensuring effective school discipline situations due to lack of discipline management skills to teachers and non teaching staff.*

Head of school 3: *The major obstacle in our school is dysfunction of school board towards their decisions on execution schools rules and regulations. It was early on February a form six student was found guilty. A teacher decided to punish him with a stick. A student held a teacher's stick in a sense of struggling fighting in-front of the class. She was nothing to do rather than reporting the matter in teachers' discipline office. Teachers' discipline committee called the parents to discuss the matter, but the parents did not show cooperation to report at school and discussing the matter. During the teaching and non teaching staff meeting, it was concluded that a particular student have to be expelled. But this was not the final; the matter was brought in a school board for approve this implementation. The student was allowed to continue with his studies. This decision from the school board was against with school discipline committee as well as general teaching and non teaching staff meeting. This has become a barrier in implementing school rules and regulations.*

Some responses from teachers were:

Teacher 1: *We educators have been faced serious barriers in maintaining effective discipline practices including, poor relationship between parents and students, hardship life to some students, growing trends in globalization and its impact such as the use of social networks like smart phones.*

Teacher 2: *I think government is a major obstacle because, it is not participate fully in implementing teachers' right as a result most teachers are not committed to do their work. I and other teachers we are not comfortable to work effectively due to the miserable and careless of the government to provide our right, what I and other teachers mean here, we don't have teaching, transport and house allowance, we have not paid a long our salary areas and we are delayed to be promoted. These are some obstacles which makes us to work inefficient.*

Teacher 3: *Poverty is challenge to control discipline in our school. I witnessed two months ago some students caught stealing their fellow properties like pen, rulers and exercise books.*

Some responses from parents were:

Parent 1: *Some teachers are misbehaving through siding with students in disruptive behaviours; some teachers are involved in smoking, Pombe drinking and some have sex with students. This shows that, such type of teachers do not effectively cooperate with school administration and fellow staff to deal with disciplinary cases in schools.*

Parent 2: *There are number of barriers to effective discipline practice in secondary schools including the fact that there are different views on the usefulness of punishment among teachers, parents, government and the like, poor school leadership, and some others lack of parent-school meetings, school baraza.*

Looking at the data from other researchers, the truth can be ascertained that some teachers abuse the discipline process sending every student who is even slightly out of line to the office. A lot of respect will be earned if you can prove to be both consistent and fair in your discipline decision. For example, if a student commits a

particular discipline infraction and you give out punishment, then it should handle similarly when another student commits a similar offense.

Expulsion is used for extreme violations of school policy including the possession of weapons, assault on a school employee, drug possession and/or use, etc. Most schools have a hearing before the school board to determine whether the expulsion is the appropriate consequence. Most expulsions last for a full calendar year, but the members of the board can make changes to the length of the expulsion on a case by case basis. The board must offer an alternative education opportunity to any student under 16 and students between ages 17-18 must also be given that opportunity unless it is weapons or drug-related.

Generally, the school administration related barriers included; poor relationship between head of schools and staff members, deteriorated relationship between staff members, poor relationship between school administration/staff against students, interference in decision making between school administration and school boards, Lack of effective cooperation from government, Some teachers/school leaders lack of enough knowledge to deal with discipline issues as well as general poor school leadership.

4.5.2 School Environmental Related Barriers

On the other hand, participants' responses revealed the school environmental barriers that affect effective disciplinary practices among public secondary schools. The interview was conducted to six head of schools, 18 teachers and 18 parents. Themes

were emerged to relate with environmental barrier, 35 responded stated that: long distances covered by students to and from school, poor school location lack of accommodation, poor school physical infrastructures as well as poor classroom environments.

Some responses from heads of school were:

Head of school 1: *Our school has few toilets to an extent that some of our students decide to have short calls in nearby forests. In such incidences some are convinced to go home or escape to streets where they are easily involved in other disruptive behaviours. It happened last year one student was caught stealing banana nearby village's farm soon after break. On the other hand our school is located nearby market area; our students have been attracted to imitate undesirable behaviours since they experience such behaviours from the surrounding crowds of people such as drunkards and people with poor manners.*

Head of school 2: *To speak frankly our school physical environments and infrastructures are not good enough to attract students remain disciplined. She added that our school lack dormitories, while others had no shading.*

Some responses from teachers were:

Teacher 1*:* *I have witnessed in some situations teachers are stressed because they use pupils' latrines, some are stressed because they travel far to school and also due to the fact that they engage into extra curriculum activities like ball games".*

Teacher 2: *I'm quite sure most students did not perform well in form four national examinations in our school due to long distance and absence of students' dormitories. Thus several times, they were coming late to school and others were engaged in love affairs with motorcycles' drive while they are on the way.*

Teacher 3: *Poor location of our school is an obstacle to us. We are not motivated to travel to 10 kilometers daily. Long distance has*

been affected us to come early and fulfilling our school discipline responsibilities.

Similarly the literature in this study: Etsey (2015) found that the incidence of long distance, lateness and absenteeism among teachers and pupils were contributing to high academic performance in high achieving school than Shama sub-metro schools which was low in academic performance. The difference was caused by availability of infrastructures such as school building, toilets, Libraries, water and electricity. He suggested that students and teachers should be motivated in terms of facilities like the presence of good infrastructure so as to achieve high performance.

Based on these facts, it was therefore possible to argue that un-conducive school environments pose a threat to maintaining effective disciplinary practices in secondary schools.

On top of that, parents had various comments on the administrative barriers affective effective disciplinary practices in secondary schools;

Some responses from parents were:

Parent 1: *The lack of dormitory in our school leads to a lot of disciplinary problems among our students especially girls. This is true because some girls are easily involved in sex practices as men approach them easily on the road to and from school, others are raped and others are exposed to a number of other vulnerable situations of committing disciplinary problems. On the other hand the un-conducive school physical school environments tend to unsettle minds of students hence affecting their psychological settlement. In such incidences it happens that some would easily fall into disruptive behaviour such as fighting each other or use abusive languages..*

Parent 2: *To speak it frankly some of our children travel long distances to and from school, in between the way I have seen some been*

> *attracted or convinced to join bad peer or social groups hence would either fail to go to school while we parents know our children are at school.*

In addition o school environmental barriers, one teacher from school Y revealed that his school did not have enough toilets and attractive school physical environments, as such some students tend to escape school during study hour or engage in other disciplinary problems such as theft.

The findings were concurrent with Chona and Roxas (2009) who found that specific stressors were inadequate and untidy toilets. The findings were also contrary to that of Adeniyi (2010) who asserted that in rare cases do teachers share toilets with pupils and in most cases there are subordinate staffs assigned to ensure that both teaching staffs and pupils' toilets are cleaned. The findings were in agreement with Jarvis (2009) who ranked classroom management anxiety second and as the main stressor for teachers. He also found that anxiety over classroom management is the only stressor that did not go away with teaching experience. The findings were also in agreement with Kaur, (2012) who found that large classes, crowded staff areas, poorly lit rooms, lack of resources, working on school matter during vocations, dilapidated sinks and bathroom were other factors leading to occupational stress among teachers in private and public schools.

4.5.3 Social and Related Barriers

The data was collected based on the question of barriers affecting effective management of

school discipline, some responses depicted socio-economic life condition barriers were contributing to disruptive discipline cases among school members. The question was asked: Explain barriers you see preventing effective discipline practices at this school. Interview method was used to collect information from 42 participants who were heads of school, teachers and parents among them, a total of 24 respondents were able to state barriers related to social. Such barriers are hardship life to some students, growing trends in globalization and its impact eg use of social networks in smart phones, external influence eg. Politics- causes delay in decision making as well as poor government treatment of teachers (eg poor language used by school inspectors to teachers) and lastly different views on the usefulness of punishment among teachers, parents, government.

Some of their responses were:

Head of school 1: *Our school find difficult to implement school discipline policy due to presence of poor cooperation from government, lack of disciplinary trust among students and teachers (may make decision but do not like to implement it vividly, and also there some teachers and school leaders lack of enough knowledge to deal with discipline issues..*

Head of school 2: *Many students do not obey school policy due to hardship life which may be due to family' poverty, lack of parental care to students and some students are orphans. This is the reason that many students are truancy and were coming late to school while others are engaged in stealing their fellow belongs such as money, pen etc. These cases of indiscipline require partnership between community, parents, teachers and government in handle ling them.*

Head of school 2: *Politics influence is among the factor that has been affecting my ability to deal with discipline cases. For instance during election campaigns, some of the contestants would not prefer to involve in school disciplinary cases in fear of losing community support…*

Based on the quotations it could be concluded that, there are social related barriers contributing poor management of school discipline such as community's lack of cooperation to school administration in dealing with disruptive behaviour as well as support of some students' undesirable behaviour by some members of the community.

Teacher 1: *One day I happen to notice a student believed to smoke marijuana and reported the matter to the authority; however it took more than a month for local government to inspect the farm where the victim was believed to be taking marijuana. Such delay is hindering effective disciplinary action as the matter lacked attention and hence and hence its decisions were not effective as it could be.*

Parent 2: *I once experienced during our village meeting that some of parents did not like teachers to offer punishment to students who are caught with disruptive behaviour. Despite the fact that the village official had warned them over the consequence of such decision, but to me it was a sign that some parents do not like to cooperate with teachers and school administrators to deal with disciplinary problems happening in secondary school. This I think affects a lot the ability of teachers to maintain the school discipline…*

The analysis of staff meeting minutes, student handbook, and student code of conduct book regarding the theme of barriers to effective discipline practices revealed that the staff meeting minutes had "behaviour management" as an agenda item. The issues that were addressed were the lack of responses to teachers that have disciplined students for their incivilities. Due to the poor communication structures students are continuing to disregard school rules. The Student Handbook addressed 10 behaviour infractions, while the Student Code of Conduct book addressed 7 infractions.

Based the findings related to third objective of the study, respondents were able to reveal various factors perceived as barriers to effective disciplinary practices in secondary schools. The barriers ranged from school administration related factors such as poor relationship between head of schools and staff members, poor relationship between school administration/staff against students, interference in decision making between school administration and school boards, as well as lack of enough knowledge to deal with discipline practices among teachers/school leaders. There were also school environmental related including long distances covered by students to and from school, poor school location lack of accommodation, poor school physical infrastructures as well as poor classroom environments. The community related factors included lack of parental cooperation on school matters, negative attitudes of parents towards school decisions, delay in information transfer to important parties (eg committee take too long time to meet) and poor relationship between parents themselves and the school. Lastly the study found that there are socio-economic barriers such as hardship life to some students, growing trends in globalization and its impact eg use of social networks in smart phones, external influence eg. politics- causes delay in decision making, e.g poor government treatment of teachers.

The findings were concurrent with Chona and Roxas (2009) who found that specific stressors were inadequate and untidy toilets. The findings were also contrary to that of Adeniyi (2010) who asserted that in rare cases do teachers share toilets with pupils and in most cases there are subordinate staffs assigned to ensure that both teaching staffs and pupils' toilets are cleaned. The findings were in agreement with Jarvis

(2009) who ranked classroom management anxiety second and as the main stressor for teachers. He also found that anxiety over classroom management is the only stressor that did not go away with teaching experience. The findings were also in agreement with Kaur, (2012) who found that large classes, crowded staff areas, poorly lit rooms, lack of resources, working on school matter during vocations, dilapidated sinks and bathroom were other factors leading to occupational stress among teachers in private and public schools.

4.6 Views of Stakeholders on how to improve Effective Discipline Practices

The last objective of this study sought to explore the views of school management, teachers and parents on how to improve effective discipline practices. The interview was conducted to 42 respondents among them were six head of schools, 18 teachers and 18 parents. The question was: What ideas can the school management, teachers, and parents have that might enhance effective discipline practices? A total of 33 respondents stated that effective discipline is improved by overseeing school rules and regulations, organize and conducting school and class disciplinary meetings, insisting cooperation among teachers as well as parents, to make follow-up on all discipline cases and to provide motivation both negative and positive punishment while 9 respondents spoke different from others Some of their responses were:

Head of school 1: *Teachers play a central role in managing school discipline as they are the ones who have direct and enough one to one contact with students. As such they have to know each student in the classes by their names, should know students social problems, should know economic backgrounds of each student that would be a catalyst for disruptive behaviour, should work hard to know each students' family backgrounds and should educate themselves on how to improve their understanding and dealing with school discipline practices.*

Head of school 2: *I think I need more assistance and support from teaching and supporting staff members, students as well as parents do deal with disciplinary problems at school. I myself alone cannot recognize and handle all disciplinary matters alone as I m not in frequent contacts of especially students and also due to the fact that I have a lot of other administrative duties to perform. Hence for effective discipline management these people are very important.*

Head of school 3: *I think there is a lot of work to do by the school management such as need to continue organizing more meaningful school-community meetings, communicate effectively over disciplinary cases to involving parties such as parents and government officers; this can be done through use of official letters or mobile social networks which have recently proved to be very effective in information delivery.*

Some responses from teachers were:

Teacher respondents were asked what they thought should be done to enhance effective school discipline practices. A total of 18 teachers were interviewed and the following responses were given.

Teacher 1: *I think it I high time for students to be used to discuss their own matters related to disciplinary actions among themselves and in the school settings. On other hand student-student guidance and counseling techniques can be used to strengthen peer mechanisms of understanding discipline situations which I think can be useful if it is well monitored and supervised by teachers and school administration.*

Teacher 2: *I can advice the head master to always ensure that he organizes meetings with staff, parents and community at large do discuss and explore useful alternatives in dealing with school disciplinary practices.*

Teacher 3: *Teachers have to forecast the existence of disruptive behaviour such as students discussing in groups on secret missions that they not want teachers to know. I have been controlling classroom discipline foristance by identifying all troublesome students and ordering them to sit in front of the class for easy monitoring. So I suggest teachers to make folloup daily and give punishment to those who misbehaved.*

Some responses from parents were:

Parents were also asked to state the measures to enhance effective discipline practices in secondary schools and all 18 parents were interviewed. It was found that parent respondents felt that as there existed a number of disciplinary problems which were triggered by a number of barriers, secondary school management should take various steps to enhance effective disciplinary practices as follows;

Parent 1 *I know some students whose parents have poor socio-economic conditions and some do not have parents, and some do not have enough income while others cannot express themselves to be understood at easy. I urge teachers and school administrators to consider these type of students when making disciplinary decisions since some of the students for instance may come late to school due to some family problems or family activities that relate to social problems of each student, economic problems of each student or family background of each student.*

Parent 2: *I know some students who know what brought them at school, at the end of the day you cannot find them involving in disruptive behavioural scandals as a result they perform better academically. Such behaviour should be transplanted to every student by parents, teachers, peers school administrators as well as government officers. There are some measures that can be done by students to strengthen discipline environments at school. Such ideas include exercising tolerance when undesirable situations leading to disruptive behaviours is about to occur, maintaining good relations with peers, teachers and parents and sticking to what brought them at school which is obvious studies.*

To conclude in broad terms, discipline seemed to be a topic that all interviewees were enjoyed discussing. They mentioned the need for more programs to include mentoring, tutoring, and counseling services for all students, but especially for the ones with discipline problems. They wanted rules and consequences of breaking

them stated clearly. They stated that problems need to be handled quickly so that inappropriate behaviours do not escalate. Several participants suggested the need to train students who have discipline problems and implement contingency contracts so they can develop coping skills and be responsible for their own behaviour. The parents agreed that having caring adults with high expectations to reinforce good behaviour and reward efforts would enhance effective school discipline practices.

Similarly, Koki (2015) suggested that a parent conference can be used to include the parent in the process of disciplinary action. Involving parents lets both the student and parents know that poor choices will not be tolerated. It also allows a school administrator to present all evidence to the parents with the student present so that facts are not distorted. However, Sulaiman (2008) poses that, parents are the first link in preventing problems in effective school discipline practices, and, therefore, play a major role in effective school discipline practices. Parents who are involved in their children's daily school experiences have a better understanding of what is acceptable, and expected in the school's environment. Effective discipline practices thrive on consistency and teamwork. The administrators and teachers should be expected to reinforce the same behaviour for all students and to follow common discipline practices. Administrators, teachers, and parents should not be driven by political implications. Discipline practices should be consistent and fair for all individuals. As indicated in the literature, all faculty and staff members should work together for the common good of the students and the school.

In the same vein, Gaston, (2015) discovered that the parents agreed that secondary school administrators and teachers should intervene quickly when a discipline problem arises and not allow inappropriate behaviours to escalate. They stated that the school could teach students with behaviour problems self-control skills, training them to observe their own behaviour, and to find a caring adult when they foresee a potential problem. The school climate should be free of intimidation and disruptions for students and staff members alike. In order to improve this issue, a partnership between families and schools must be established. Parents must also learn what good discipline practices are in order to reinforce this at home. Parents must continue to be engaged as essential partners throughout their children's school years.

School safety has become a priority for parents, students, teachers, school administrators, politicians and policy makers (Lawrence, 2000). Creating school environments that are free of violence and drugs has become a national goal (Walker & Gresham, 1997).

Ang'alika, Aroka, Raburu (2016). From the study findings, it's recommended that the Ministry of Education should ensure immediate review of condition of services, provision of adequate instructional facilities, proactive approach to service delivery, and training and retraining of special educators to meet the immediate needs and challenges of the various special needs of children in the Kenyan society. Moreover, the Ministry of Education should develop a policy on stress management to guide the

induction, operations and counseling of teachers on their day to day duties. Themes that emerged from the suggestions to ensure effective disciplinary practices touches school management-led practices, student led practices as well as teacher led practices. However the accomplishment of such suggestion is deemed possible if the parents are cooperative in the need for a clear, uniform policy that everyone can understand and follow in assisting school administrators to control discipline practices.

4.7 Summary of the Chapter

This chapter has presented and discussed the findings as revealed by the data collected from the field. The findings have shown that, the views of heads of schools, teachers and parents regarding current discipline practices in secondary schools were that the roles performed by head of schools, teachers and parents such as monitoring disciplinary aspects both at home and school as well as recognizing existence of various disruptive behaviours among students such as involvement in sexual intercourse (love affairs) that leads to pregnancies, as well as drunkenness and smoking (eg alcohol drinking, Smoking bhangi). However, it was revealed that there are factors perceived by the participants to be playing a role in a well organized school such as community and parent involvement in deciding various disciplinary matters in schools, use of advisory techniques through guidance and counselling as well as use of motivation, use of school committees such as school boards, school disciplinary committee and school baraza as well as attractive school physical and classroom environments. The study further discovered aspects perceived as barriers to effective discipline practices in secondary schools to include poor relationship

between head of schools and staff members, deteriorated relationship between staff members, poor relationship between school administration/staff against students, interference in decision making between school administration and school boards, Lack of effective cooperation from government. The ideas of the school management, teachers and parents to enhance effective discipline practices proposed included need to maintain good relationship between school community members such as students, teachers and parents; presence of the school meetings and used to explain general discipline of the students, teachers' knowledge of various student backgrounds as well as application of student-student guidance and counseling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations for actions and for further research.

5.2 Summary of Study

This study utilized qualitative approach to examine stakeholders' perceptions on the effective discipline practices in public secondary schools with case study of Mbeya region, Tanzania. Semi structured interview was used to probe questions around the specific objectives of the study. The study had four specific objectives namely; to examine the views of heads of schools, teachers and parents regarding current discipline practices; to determine which factors, as perceived by the participants, play a role in a well organized school discipline practices; to assess aspects perceived as barriers to effective discipline practices and to determine the ideas that the school management, teachers and parents have that can enhance effective discipline practices.

5.3 Major of Findings

The findings are organized according to research objectives.

5.3.1 The Views of Heads of Schools, Teachers and Parents on Current Discipline

Under this research theme examine the views of heads of schools, teachers and parents regarding current discipline practices secondary schools can be categorized into two categories that is roles of head of schools, teachers and parents in managing schools discipline well as disciplinary problems in secondary school context. Under roles of head of schools, teachers and parents in managing schools discipline it is learnt from findings that, head of schools and teacher play overall roles in managing school discipline such as managing school discipline committee, oversee academic discipline related issues, oversee school rules and regulations related discipline matters, administering punishment to misbehaved students (inside and outside) providing guidance and counseling and ensuring students dress properly.

The findings further revealed that heads of schools, teachers and parents view that parents play various roles in maintaining secondary school discipline practices such as investigating children disciplinary characteristics at home, considering useful use of behaviour change among children such as use of cell phones; advising children on observing proper behaviour (guidance and counseling); advising teachers on how to deal with children's behaviour; observing school attendance among children; establish disciplinary environments at home as well meeting children's' schooling needs which forms a basis for some other disciplinary problems.

On the other hand the findings revealed that the disciplinary practices in the studied secondary schools were characterized by existence of disciplinary problems shown by

both students and teachers. The notable disciplinary problems from the findings included, aggressive behaviour such as fighting among students, truancy, improper dressing, involvement in sexual intercourse (love affairs) that leads to pregnancies, drunkenness (eg alcohol drinking), smoking bhangi as well as destruction of school properties such as desks, doors and windows.

Thus the findings from the study revealed that the views of heads of schools, teachers and parents regarding current discipline practices in secondary schools were dominated by two aspects with the first on being roles played by roles played by various school stakeholders including head of schools, teachers as well as parents: the second aspect was existence of various disciplinary problems happening in secondary schools. The roles played by head of schools, teachers and parents found in the study include management of school discipline committee and meetings, overseeing academic discipline related issues among both students and staff, oversee school rules and regulations related discipline matters, administering punishment to misbehaved students (inside and outside) providing guidance and counseling, create school friendly discipline environment parents' monitoring of students behavioural trends both at home and at community settings at large as well as investigating children disciplinary characteristics at home. Eg. Early home return from school, types of peer groups he/she is involved with, his/her character when interacting with parents, peers and other members of society.

Despite these roles, the study revealed that the participants experienced various disruptive behavioural problems such as aggressive behaviour eg fighting against

each other, involvement in sexual intercourse (love affairs) that leads to pregnancies, destruction of school properties, drunkenness and smoking (eg alcohol drinking, Smoking bhangi) as well as truancy.

The continued existence of discipline problems (disruptive behaviours) as found in the study suggest that the roles played by various stakeholders in controlling disciplinary practices in secondary schools are not effective. Such ineffectiveness can be attributed to the existence of various global outlooks on the definition of disciplinary problems as well as human rights campaigners as there are some who favour other types of behaviour such as dressing codes, usefulness of certain types of punishments hence influencing decisions in various disciplinary practices. Hence not only the disciplinary practices are dominated by considering roles of head of schools, teachers and parents but also on the prevailing disciplinary problems shown by both teachers and students. However under school context it is found the existence of such roles depends on relationship between school administration, teachers, students and parents.

5.3.2 Factors as Perceived by the Participants Play a Role in a well Organized School Discipline Practices

Under this research objective various factors as perceived by the participants as playing a role in a well organized school discipline practices were discovered. Firstly findings reveal the role of psychological treatment factors which included the use of punishment a mean to discourage disruptive disciplinary cases, use of advisory techniques through guidance and counselling and finally the use of motivation which

leads to improved desired discipline practices to be observed by both teachers and students. These factors have been a common practice in treatment of especially students and in some cases, teachers in secondary schools.

Second was the school administration related factors; the study findings revealed that for the existence of a well organized discipline practices in secondary schools, school administration have been playing various roles such as use of democratic style of leadership, use of school committees such as school boards, school disciplinary committee and school Baraza as well as proper student treatment as observed by staff and school administration in general. Hence the data suggest that school administrations observing such factors have been able to ensure a well organized school discipline practices.

Thirdly, it was found that for a well organized school discipline to occur in the secondary schools, school environment related factors have also been a reasonable role. The data collected and analyzed suggest various school environmental factors such as reasonable school distance, attractive school physical and classroom environments, controlled school classrooms with a fence, proper school location as well as use of school dormitories (boarding schools). The participants believed that attractive school environments have been attracting both students and teachers to study and work accordingly thus minimizing the possibility of involving in disruptive behaviour.

Fourth, it was found that good school-community related factors have played a key role in fostering a well organized school discipline. The major school-community relations found in the study included; disciplined family upbringing of children, monitoring of students' behaviour outside school, advising the school administration on different disciplinary situations as well as administering punishment. Hence parents, teachers, students and general community members observing such roles as important stakeholders in school development have been contributing to existence of a well organized school discipline practices.

Fifth group of factors revealed were related to staff knowledge and effectiveness in dealing with discipline practices. The roles played by staff in this case included the likelihood of punishing the undisciplined school members professionally, use of psychological punishment, advisory influence that are student type based, setting up as example of proper discipline practicing agents such as through punctuality, proper language and dressing as well as fostering professional discipline code of conduct that together have been taken by not only students but also other community members as standard discipline practices. Such data imply that for existence of effective disciplinary practices in secondary schools, the involved stakeholders such as head of schools, teachers, parents, students, and community as well as government officers must collaborate to recognize the factors supporting proper management of such practices. Psychological, administrative, school environment, school-community relations, as well as staff knowledge and effectiveness factors must always be reflected when dealing school disciplinary practices. Understanding of such factors

have been a key to controlling discipline to not only schools but also other environments where teaching and learning takes place.

5.3.3 Aspects Perceived as Barriers to Effective Discipline Practices

The findings related to third objective of the study that geared to find out the aspects perceived as barriers to effective discipline practices in secondary schools were named into four categories as follows;

The first was school administration related factors; these were named as poor relationship between head of schools and staff members, deteriorated relationship between staff members, poor relationship between school administration/staff against students, interference in decision making between school administration and school boards, lack of effective cooperation from government, some teachers/school leaders lack of enough knowledge to deal with discipline issues as well as general poor school leadership style. It was discussed that such barriers were prevalent in the studied schools though in varying degrees and hence they promulgated to existence of disruptive disciplinary practices among school members. The existence of such barriers imply that there are some secondary school administrations which are not effective in dealing with disciplinary problems, such ineffectiveness can be attributed to lack of proper trainings or negligence which symbolize poor leadership styles inherent among heads of secondary schools. Measures must be taken to assist secondary school administrators understand and take reasonable steps to minimize barriers hindering their ability to deal with disciplinary problems in their respective schools.

The second barriers were related to unattractive secondary school environments such as long distances covered by students to and from school, poor school location, lack of accommodation, poor school physical infrastructures as well as poor classroom environments. Such barriers were viewed as barriers since they either created vulnerable circumstances for students to exercise disruptive behaviours or commit undesired behaviours unintentional. The data imply that majority of secondary schools have poor physical environments which trigger existence of various discipline problems and thus hindering effective management of disciplinary practices. It can therefore be urged that, the government and the community must take measures to improve secondary school physical environments such as poor school location and unattractive physical infrastructures which in one way or another are barriers to effective control of discipline practices among school members.

The community related barriers formed the third group. These included a bunch of barriers emanating from community's lack of supportive culture in managing school discipline hence barriers as lack of parental cooperation on school matters, negative attitudes of parents towards school decisions, delay in information transfer to important parties (eg committee take too long time to meet) and poor relationship between parents and students were commonly identified during data collection were revealed. From the data it is learnt that, community strategies in dealing with discipline cases in secondary schools are not effective hence becoming a barrier effective discipline management in the schools despite the fact that they are well known to be playing various roles as revealed by findings in objective one of this

study. It could hence be concluded that something must be done to strengthen the community knowledge in dealing with school disciplinary practices.

Lastly, the study identified socio-economic and psychological barriers to maintaining a well organized school discipline practices. The identified barriers included hardship life to some students, growing trends in globalization and its impact eg use of social networks in smart phones, external school influence (eg. politics- causes delay in decision making), poor government treatment of teachers (eg poor language used by school inspectors to teachers), peer group influences as well as lack of manners among the society members. The findings entail that the current secondary school managers do not have enough skills to recognize and control psychological and socio-economic barriers influencing disciplinary practices. It could be ascertained that, there is need to provide continuous education to enhance the ability of such managers in understanding the changing psychological and socio-economic barriers to effective discipline management.

5.3.4 Views of the School Management, Teachers and Parents to enhance effective discipline Practices

In the fourth objective the study explored the ideas of the school management, teachers and parents towards enhancing effective discipline practices in secondary schools. Respondents were asked questions that aimed at assessing their ideas on what effective discipline practices can be adopted after recognizing that there were still undesirable discipline practices among students. The findings revealed reveal a group of ideas to be used in enhancing effective discipline practices.

On first hand participants suggested school management-led practices which according to the data collected included need for school administrators to frequently meet (involve) parents in case disciplinary practices happen which can be through letters and meetings; presence of school meeting that are used to explain general discipline of the students; the need for school administrators to involve ward council; need to maintain good relationship between students and the teachers, teachers and teachers, teachers and school administration as well as school and the community at large; and lastly school administrators should establish friendly disciplinary environments that would attract students and school community members to discourage disruptive behaviours.

Secondly, participants suggested student-led practices to effective discipline practices management. Proponents of such factors insisted that in managing best discipline practices, the use of students to discuss and deal with disciplinary problems should be given emphasis by all parties; there is need to apply student-student guidance and counselling exercises when disruptive discipline occurs; need to educate students to exercise tolerance; to educate students to maintain good relations with peers, teachers, school administration, parents and community at large as well as educate them to remember the intention of parents to send them to school.

Moreover, the participants' ideas on enhancing effective discipline practices suggested the need to apply teacher-led practices. The notable suggestions in this category included; teachers must know student by their names; teacher must know social, economic and family background problems of each student which would trigger disruptive behaviours; teachers must pre-forecast existence of disruptive

disciplinary cases (investigate disruptive behaviour rumours) as well as need for teachers to strengthen relationship with parents and peer teachers.

5.4 Conclusions

Based on the findings, this study has shown that most secondary schools employ punitive measures which include the use of suspension, expulsion and corporal punishment; student-teacher guidance and counseling and school rules to manage effective discipline. All school personnel, all parents and teachers should be accountable for the enforcement of school rules and student expectations. Many parents are needed to take more responsibility for teaching their children appropriate behaviour choices at home so this can be carried over to the school environment. Therefore it is important to get support to parents, teachers and administrator working together to improve discipline practices in secondary schools. Also, it concluded that the government should provide incentives to teachers by motivating them in terms of seminars and training to acquire knowledge and skills based on guidance and counseling so as to improve discipline practices in secondary schools.

5.5 Recommendations

5.5.1 Recommendation for Action

Based on the research findings, the following recommendations are made;

i. This study recommends that the roles of head teachers, teachers and parents should be revisited by instructive policy makers from time to time to enable discovery of new insights that would enable all of them fit in understanding changing disciplinary practices in terms of who manages school discipline practices and what potential disruptive behaviour emerge day to day thus affecting the discipline management.

ii. It is also recommended that the government should be provide special trainings to the heads of school and other administrators in understanding changing types of disruptive behaviour among students as well as new methods of dealing with such behaviours.

iii. The study also recommends that, the government should enhance the extensive public and professional awareness among various secondary school discipline managers through public meetings, seminars and mutual involvement such stakeholders in dealing with day to day management of discipline practices.

iv. Lastly, it is recommended that, head of schools, teachers, parents and students should continuously be educated of proper means to channel and or take actions in dealing with discipline practices in secondary schools as the study has discovered participants felt the need to use different categories of measures in controlling student discipline. This can be done though provision of decent use of smart phones, social networks as well as proper adoption of new life styles.

5.5.2 Recommendations for Future Research

This study concentrated on small geographical area of Mbeya region in only three districts. The sample involved in this study was also small. The researcher therefore recommends a general survey study to involve wider sample to explore the factors that have been guiding various disciplinary practices in both public and private secondary schools.

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APPENDICES

Appendix I: Interview schedule For Headmasters/ Headmistress and Teachers

1. Gender: Male ( ) Female ( )
2. What is your responsibility in disciplining students in your school?
3. Has there been any problem like riots, strikes, aggressive behaviour etc and how did you manage it? Please explain……
4. How do you handle inappropriate or disruptive behaviours such as false language and classroom disruption? Please provide concrete examples
5. In your view, what should be done to improve school discipline practices?
6. Explain barriers you see preventing effective discipline practices at this school.
7. What popular discipline practices are being used at this school? Please explain your views on this practice
8. Please explain ways you use to involve parents in discipline issues.
9. What do you consider to be the best disciplining practices?
10. What do you consider your role in enhancing effective discipline practices?

Appendix II: Parents' interviews

1. Gender; male ( ) female ( )
2. What is your responsibility in disciplining your children in your home?
3. When your child misbehaves how do you manage him or her? Please explain……..
4. How do you handle inappropriate behaviours in your children? Please provide concrete examples
5. In your view, what should be done to improve school discipline practices?
6. Explain barriers you see preventing effective discipline practices at school.
7. What popular discipline practices are being used at this school? Please explain your views on this practice
8. Please explain ways you are involved in students' discipline issues.
9. What do you consider to be the best disciplining practices?
10. What do you consider your role in enhancing effective discipline practices?