

**PERCEPTIONS OF SECONDARY STUDENTS ON SCHOOL RULES AND
REGULATIONS IN PROMOTING ACCEPTABLE BEHAVIOR: A CASE OF
MOSHI RURAL DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT AS A
REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF
EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES
(MED. APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

CERTIFICATION

The undersigned certifies that I have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Perception of Secondary Students on School Rules and Regulations in Promoting Acceptable Behavior: A case of Moshi Rural District.”* for the degree of Masters of Education in Administration, Planning and Policy Studies (M.ED APPS) of the Open University of Tanzania.

.....

Dr. Vincent Lema

Supervisor

Date

DECLARATION

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

.....

Signature

.....

Date

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ACKNOWLEDGEMENT

This work is a product of remarkable contributions of collaborative efforts of many individuals. Unfortunately, it is not possible to mention each one by name. But I find it imperative to single out the following persons for special thanks. First, I would like to extend my sincere gratitude to my supervisor Dr. Vincent Lema, for his guidance and support. His valuable scholarly advice, inputs, criticism and encouragement were fruitful in shaping this work to the present form.

Second, I am indebted to my employer, Rombo District Executive Director (DED) for supporting me in my study. I also give special thanks to my District Education Officer Monica Mjengi who gave me her support and advice during the whole period of my studies. Third, I wish to express my sincere thanks to my brother in law, David Kivembele together with his wife, Rose Kwayu, friends David Shirima, Hawa Mpate, Asteria Kawau, Namkanda Kagonji, Mary Ngoti and my children: Edna Joan, Consolatha and Happy W. Kwayu for their prayers, material and moral support.

Fourth, I am grateful to the Moshi District Executive Director (DED) for granting me permission to conduct a study in Moshi Rural. Special thanks to the Heads of schools, teachers and students from Secondary Schools who participated in this study. Lastly, I am thankful to all my fellow students for their cooperation, encouragement and suggestion during the time of my study. However, I remain solely responsible for any shortfalls in the structure and the content of this work.

DEDICATION

This work is dedicated to my beloved daughter Flaviana Philip Mphoi and my uncle Hillary Mawela who devoted their time in prayer and support. Otherwise, I could not have reached where I am today. I also dedicate this work to my lovely Grandchildren Consolata Tarimo, Edna Joan and Happy W. Kwayu who worked hard to build my confidence towards achieving the goals of my studies.

ABSTRACT

This quantitative study examined the perception of secondary school students on school rules and regulations in promoting acceptable behavior. Specifically, the study determines the perception of secondary school students on school regulations and rules as means of making them good citizens. Purposive, stratified and simple random sampling techniques were employed to obtain 240 respondents. Data were collected through questionnaires. The study findings revealed that most of students were aware that school rules and regulations can make them good citizens; many realize that offenders were punished to encourage them to obey the laws; most agreed that school regulations and rules encouraged co-operation and harmony in school and the nation. Based on the results a conclusion is that most respondents have the perception that school rules and regulations promote acceptable behavior among secondary school students. The study recommends that school rules and regulations need to be emphasized and further studies are required to critically assess the content of school rules and recommend the best content that can produce quality citizenry.

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CHAPTER ONE

1.0 Introduction

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 and the operational definitions of the major terms used in the study.

1.1 Background to the problem

Perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment (Robbins & Judge; 2009). According to Kinicki & Williams (2008) perception is a process of interpreting and understanding of one's environment. Jones and George (2006) define perception as the process through which people select, organize, and interpret what they see, hear, touch smell, and taste and make meaning of them and order to the world around them. Furthermore Schermerhorn, Hunt & Osborn, (1997) describe perception as a process through which people receive, organize, and interpret information from their environment. Secondary school students' perception on school rules and regulations therefore, has much effect on the way they obey and adhere to those rules and regulations.

Schools around the world are scrambling to ensure that learners are molded to be disciplined, competent, innovative and responsible citizens (Hakielimu, 2007). In Tanzania similar efforts are being done at all levels of education i.e. pre-primary schools, primary schools, secondary schools, colleges as well as in universities (ETP, 1995). Different strategies to achieve the aforementioned goal have been employed both at the national and school level (Ngulumbe, 2011). Among others, the adoption and deployment

of school rules and regulations in secondary schools remain responsible in monitoring and curbing of students' behaviors (URT, 1995).

A study by MANTEP, (1995) describes school rules as principles or orders which monitor and guide behavior in a particular school institution. School regulations are official orders that a particular school adopts to ensure proper students' behavior. Mosha, (2006) established that school rules and regulations in Tanzania have specific functions including: to prepare pupils as good citizens 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 accepted norms and rules of conduct; and to encourage co-operation and harmony in the society.

Some of the school regulations are part and parcel of school rules. School rules are principles or orders which guide behavior in schools. Some of the rules include being punctual, maintaining neatness and cleanness, living in peace and order, being obedient to teachers, parents and the community, taking care of school materials, equipment and buildings. In principle school rules and regulations function together to ensure that school rules are maintained for the smooth running of the education institution. Teachers believe that when students are properly disciplined and controlled, there is order, peace and harmony in the school (MANTEP, 1995).

According to Schimmel (1997, 2003), school rules and rule making can be related to citizenship education. A vital part of education for school rules is an enlightened process for teaching students the norms of citizenship. As Schimmel, (1997) observes, "School rules are, after all, a form of law that applies to student" (p. 70). Schimmel (2003) however, argues that instead of encouraging active and democratic citizenship, school

rules as hidden curriculum of citizenship education in many or most schools undermines the goals of citizenship education when students have no voice in developing or revising them" (Schimmel, 2003: 18). According to Render et al., (1989), the goals of school rules are to create good citizen who (1) do good to others and do not harm others, (2) function well in the society and live by its laws and norms, and (3) take responsibility and do their very best.

From a postmodern viewpoint, school rules and regulations can be termed as 'hidden curriculum' that intends to compel students to accept institutional definitions of themselves, as 'normal' human beings (Skelton, 1997: 186). The hidden curriculum includes routines such as time keeping, wearing uniforms, greetings and the like. By developing and implementing school rules and regulations, students in school, "normalcy" is rewarded and "deviance" is punished.

In Tanzania school rules are made by head teachers and their staffs. Some school rules and regulations may need the endorsement of a school committee MANTEP, (1995). In Tanzanian secondary schools, there are common school rules and regulations that guide their operations. Ideally when students adhere to the outlined rules and regulations they are said to engage in acceptable behaviors. By definition, acceptable behaviors in schools cover respect for schools rules and regulations that is maintenance of the established standards of behavior and imply self control, respect for oneself and others (Mkumbo, 2010).

A study by REPOA (2009) observed and outlined some of the common unacceptable behaviors that mostly manifested in Tanzanian secondary schools. These include truancy, disobeying school administration, failure to maintain self cleanliness and school

cleanliness, being late to school, sexual behaviors and failure to live in peace and order. Also Izahak (2006) contended that students are engaging in alcoholism, drug abuse and sexual relationships. HAKI ELIMU (2007) contended that despite rules and regulations in schools, there have been acute truancy problems in about 78% of secondary schools in Tanzania. Additionally, Mbepera (2008) argued that there are evidences that teenagers in secondary schools are no longer obeying their teachers and fellow students. It was reported in eight secondary schools in Mtwara municipality that, not less than five students are expelled from school each year due to insulting and the use of abusive language to their teachers and their colleagues (Mbepera, 2008).

According to MANTEP (1995), control and discipline are two related concepts in the context of school administration. Control implies the existence of clear objectives and standards of acceptable behavior. In order to control, the school designs tools or techniques to regulate the behavior of students so as to ensure that the intended objectives of education are achieved. On the other hand, discipline in the context of school, refers to orderliness and existence of conditions which encourage self-control in students (MANTEP, 1995). Indiscipline in schools is treated with corrective measures which involve either providing guidance and counseling, or giving punishments such as stroke, rustication, expulsion and exclusion.

Different efforts and measures have been done both at national and school level to deal with the discussed behavioral problems among secondary school students. In schools, there are Disciplinary Committees which deal with maintaining behaviors and lifestyles of students. Some teachers through trainings and seminars are learning on how to handle disciplinary problems among students (Komba, 2006).

Also, Non Government Organizations' and different stakeholders are involved in educating on how they should adhere to school rules and regulation as an important step to achieve their goals in promoting effective teaching and learning in schools (Kuleana, 2009). However, Students perceive that school rules and regulations in some context promote effective teaching and learning in schools (Mosha,2006) But in other way students do not believe on school regulations in controlling their behavior (Mosha,2006).

1.2 Statement of the problem

Tanzania has school rules and regulations to control and to discipline students so that they become good citizens. The stated objectives of school rules and regulations are: to have pupils brought up to become good citizens who are expected to respect laws and regulations; to have self-discipline while in school and in adult life; to make students realize that offenders are punished and thus encouraging them to obey the laws of the country, conform to accepted norms and rules of conduct; and to encourage co-operation and harmony in the school community (MANTEP 1995).

Despite the fact that school rules and regulations are clearly made and stipulated in almost all secondary schools in Tanzania, still there are reports of some serious misbehavior among secondary school students (Izahak, 2006; HAKI ELIMU, 2007, Mbepera, 2008; Meena & Kuleana, 2009). Since it is the government and school administration that set these rules, little is known about students' perceptions on school rules and regulations in promoting self- discipline; making them realize that offenders are punished and encouraging to obey laws of the country; conforming to social norms and rules of conduct; encouraging co-operation and harmony in the community. Therefore, this study sought to determine how students in Moshi Rural district perceive rules and regulations as stipulated in the state's objectives.

1.3 Research objectives

The purpose of this study was to find out the perception of secondary school students on how school rules and regulations promote acceptable behavior among the secondary schools students. More specifically the study intended to:

1. Determine the perceptions of secondary school students on school regulations and rules as means of making them good citizens.
2. Assess the perceptions of secondary school students on school regulations and rules as means to encourage adherence to the laws of the country.
3. Examine the perceptions of secondary school students on school regulations and rules as means of encouraging co-operation and harmony.

1.4 Research questions

1. What are the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means of making them to become good citizens who are expected to respect laws and regulations?
2. What are the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means to encourage adherence to the laws of the country?
3. What are the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means of encouraging co-operation and harmony in the school and the nation?

1.5 Significant of the study

The study sought to reveal the perceptions of Secondary students on how school rules and regulations promote an acceptable behavior among Secondary schools students. The information generated was expected to be used by different education stakeholders such as

MOEVT, teachers, school inspectors' secondary education officers, Heads of schools and parents to make students to become good citizens who are expected to respect laws and regulations. Further, this study expects to generate discussion for more research to find the relationship between the school rules and regulations and good citizenry. In other words, this study aims to create insight to critically assess the content of school rules and recommend the best content that can produce quality citizenry.

1.6. Scope of the Study

The study focused on perceptions of secondary students on how school rules and regulations promote acceptable behavior among the secondary schools students. The study delimited itself to Moshi Rural District secondary schools, involving students in O- level and A-level.

1.7. Limitations of the Study

The study only focuses on students' perceptions and not the causes of these perceptions. It also cannot establish if the perceptions are the only factors that determine acceptable behaviours. Another limitation of this study is that, the results cannot be generalised to the whole population of secondary school students in Tanzania.

1.8 Operational definitions

A perception In this study perception is an idea, a belief or an image student have as a result of how they see or understand School Rules and Regulations.(Machumu, 2011)

Secondary school refers to that full programmed of education provided in accordance with Government approved curricula and availed to students who will have completed Primary education. In Tanzania, Secondary education consists of two sequential cycles.

The first cycle is a four-year Ordinary Level (O- Level) Secondary education, while the second cycle is a two -year programmed of Advanced Level (A – Level) Secondary education. The O- Level cycle begins with Form 1 and ends with Form 4, while A- Level has Form 5 and 6 (Machumu,2011).

Secondary Students: Are people who are studying in formal secondary schools in Tanzania.

School rules are principles or orders which guide behavior in schools. For example, all secondary students are expected to be in school uniforms when in school. Normally, school rules are made by the headmasters or headmistress and his/her staff. Some school rules may need the endorsement of a school board. Examples of these are the school uniform and contribution for lunch or school expansion (MANTEP, 1995). However, these are common rules which are applicable to all schools such as:

- Being punctual to school,
 - Maintaining neatness and cleanliness on the part of students and school compound,
 - Living in peace and order,
- Being obedient (MANTEP,1995)

School regulations are official rules or orders intended to control the running of a public school. The notable school regulations related to students control and discipline include:

- School daily timetable
- Procedures of carrying out activities in school individually or in a group.
- Use of punishment on students breaking school rules or not following school regulations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature. The first part deals with theoretical and the second, on the empirical literature,

2.1.1 Social Control Theory

Social Control theory was developed by Travis Hirschi (1969). According to Travis Hirschi (1969), people follow rules and regulations because of 'social bond'. Social bond, according to him, is a sense of belonging or social ties that makes one comply to the rules and regulations, Moreover, a deficit in social bonds results in the liberation from rules and regulations, while tightly bound individuals hold their aberrant behavior at bay (Hirsch, 1969). Rules and regulations may connote different meanings for different people. Some people may perceive rules and regulation as infringement on their freedom while others may see them as liberating. However, they may perceive school rules and regulations aim to maintain order.

School rules and regulations represent important control mechanisms to which students conform to. According to the theory, human beings normally respond to four social bonds to conventional society: attachment to others, commitment to conformity, involvement in conventional activities, and belief in the value or legitimacy of convention. These four elements of social bond may determine how students behave in school.

Social Control Theory has been used by scholars to study how school rules and regulations are followed or not followed. Jenkins, (1997) and Stewart, (2003) for example, have

concentrated on the school as an important mechanism of social control. Of notable significance is the schools ability to control an individual's behavior regardless of other significant background factor's influences. In other words, while the school represents one of several social institutions to which youths become connected, its effect in decreasing crime is independent of the others. For instance, the school can have rules and regulations that can have inhibitory effect on delinquency regardless of the youth's family structure (Wade & Brannigan, 1998). As such, school rules and regulations are important arenas for reducing delinquency by means of delinquency prevention programs. Despite the positive findings of the school rules and regulations as sites for positive intervention, an individual only gains from such rules if they are actually present in the school. Indeed, those who are more likely to need rules (i.e., those individual with apparent discipline issues) are often excluded from school via out-of-school suspension and expulsion. How is social control theory relevant to your study?

2.1.2 Empirical Literature

This section presents the related literature from empirical studies. The study focused on the studies that have looked into: school regulations and rules as means to become good citizens; school regulations and rules as means to punish offenders; and school regulations and rules as means of encouraging cooperation and harmony.

2.2 School regulations and rules as means to create good citizens

The literature on school regulations and rules as means to become good citizens focuses on citizenship education. Torney-Purta, et al (2001) explored ways in which schools effected rules by inculcating in students citizenship and education in twenty-eight countries. The aim was to obtain a picture of how students were made to follow rules and regulations including in- and out-of-school experience. They found that there were gaps

between the concepts that schools were trying to foster and what students believed. Torney-Purta, et al suggested that school rules and regulations must be as clear as possible so that schools produce quality citizens.

Thornberg (2009) investigated the hidden curriculum of school rules delimited to the moral construction of “the good pupil” embedded in the system of school rules in two primary schools. He found that, the rule system mediated two moral constructions of the good pupil, including: benevolent fellow buddy and the well behaved pupil. Thornberg suggested that schools need to construct rules and regulations that inculcate critical thinking and the possibility of questioning, critically discussing. He further suggested that rules and regulations that cannot be enforce critical thinking should be abolished.

Mosha, (2006) established that school rules and regulations in Tanzania have specific functions like to prepare pupils as good citizens is useful even in adult life. Education and training policy (1995) in Tanzania seed school education as means to inculcate in students a sense of self confidence, to develop enquiring minds in students, to develop respect for human dignity and make students socially responsible for the nation’s welfare. For many other countries Kapuganti, Prasad (Retrieved 2014) argues that schools train people to accept a society where the government and other institutions tell us what to think and do. Bratton and Gold (2003), share the opinion with Kajubi (1997) that schools have to use the classroom rules and discipline to improve students’ behaviour. The above literature focus on adults objectives and expectation of having school rules and regulations in relation students’ development

In the following literature we focus on students’ perception on school rules and regulations. Adams (2003), points out that students perceive school rules and regulations

as among strategies designed to instill good conduct of students. According to Adesina, (2002), students perceive that major aims of having school regulations and rules is to discipline both at school and at home, they suggested that in order to nurture young people who will be responsible citizens in the future. However, Mukharjee (1985), who carried out a study on the standard of discipline in secondary schools in Mexico and noted in the course of growth and development of students in secondary schools tend to misbehave by faulting school rules and regulations. So some studies show that students, like the state, have positive opinion on school rules and regulations while others have negative opinion. One of the objectives of having rules and regulations is to have children brought up to become good citizens. This implies that school rules and regulations help prepare students for life as adults who are better prepared to follow laws.

2.3 School Regulations and Rules as Means of Making Students Realize That Offenders Are Punished

As mentioned in the background to this study there are incidents of misbehavior among secondary school students in Tanzania. Punishment is often used on students who break school rules or do not follow school regulations. Some of the evidence is based on studies of Kuleana, (1999), an NG'O which deals with Tanzanian Secondary Schools about school rules and regulations, challenging the use corporal punishment in schools. Baumard (1999) argued that punishment is a means of controlling disruptive behavior. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. He insists on teachers need always to help students to realize the appropriateness of punishment before initiating it.

On students side Byarugaba, J. (2008) revealed that students realized that punishments are an effective method of remediating individual misbehaviour and therefore improving

school order. Also Mafabi, et al (2008) revealed that students understand that punishment can be effective way of controlling students' behaviour when it's fair and consistent. It acts as motivators to students in order to improve students' learning and academic performance. However, Kiggundu Herbert (2009), findings indicated that punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as strikes, vandalism of school property as well as violence.

One of the objectives of having school rules and regulation in Tanzania is to make student realize that offenders are punished. According to Cotton, et al (2000) in supporting this argument, points out that, students believe that punishments in a school system are expected to teach them the relationship between their behaviours and outcome or accountability for their mistakes. Okumbe (1998) in study done in Kenya found out that through discipline, students in secondary schools develop social adjustments, responsible attitude towards life, skills for self-development and improved performance in examinations. Schools further form character among students which benefits them and society as a whole.

Some studies indicate that punishment on breaking school rules and regulations may have negative effects on the students. Docking (2000) carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishment are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear. Canter (2000), argues that some punishment such as corporal punishment should not be used because no evidence suggests they have produced better results academically, morally or that to improve school discipline. Furthermore he adds instead it may provoke students' resistance and resentment and lead to pro-violent behavior. Students turn to lying about their behavior so as to escape punishment.

2.4 School Regulations and Rules as Means of Encouraging Cooperation and Harmony.

One of the objectives of school rules and regulation is to bring harmony and cooperation in the classroom. School rules and regulations specify what school members should do and what they should not do (Machumu, H. 2011). In case of Tanzania, Mosha, (2006) concluded that teachers believe that if students are properly disciplined and controlled there will be order, peace and harmony in schools. This implies self control, orderliness, good behavior and obedience to school authority are imperative to create a sense of cooperation and harmony in the school.

Sometimes the school rules and regulations do not meet their objective of bring harmony in the school. Kiggundu Herbert (2009) conducted a study on the influence of Discipline Management on student academic performance in Private secondary schools in Kenya and the findings of the study revealed that all schools have written rules and regulations but some require modifications, and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. In case of Tanzania, Babyegeya (2002) observed that sometimes school administration encourage students to violate school rules and regulations.

Several studies have commented on the consequences of breaking school rules and regulations. Schools are affected by students' behavior which leads to crisis such as removal of the students from classroom, aggression, bullying and violence and low academic performance (Roger 1995). According to Adeyemo (1985) who carried out a study on the level of discipline in Secondary schools in Nigeria established that wide spread violation of school rules and regulations leads to obstructing the smooth and orderly functioning of the school system.

According to Adams (2003), students perceive that school rules and regulations are among strategies design to instill good conduct of students. This implies self control, orderliness, good behavior and obedience to school authority hence create a sense of cooperation and harmony in the school. Also on admission to school especially at secondary level, students revealed that they are given prospectus which spell out some of the expectations (Okumbe, J.,2008). These rules and regulations specify what school members should do and what they should not do.(Machumu, H. 2011). He concluded that this shapes positively students discipline hence stimulating good academic performances.

2.5 Knowledge Gap

The above literature is based on the opinion of state and educational experts on the objectives of school rules and regulations. There have been limited studies conducted in Tanzania that dealt much with investigating how school rules and regulations make students become good citizens who expected to respect rules and regulations, making students to realize that offenders are punished and encourage them to obey the laws of the country. So, this study will specifically deal with the perception of secondary students on how school rules and regulations promote acceptable behavior among secondary schools in Moshi rural districts. Therefore the study intended to fill this knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and procedures used address to the research problem of this study. The chapter focuses on research approach, area of study, population of the study and sampling techniques. The chapter also covers the research instruments used to collect data, data organization, and analysis used to interpret the data.

3.1 Research Approach

This is a study based on determining the secondary schools students' perceptions on school rules and regulations. It employed quantitative methods to determine students' perceptions. The quantitative approach was the most appropriate to this study because the researcher wanted to understand the perceptions of students on school rules and regulation in order to understand whether these rules help the students to become good citizens or not. According to Creswell (2003)

“A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories)” (p. 46).

The features of quantitative approach fit well in meeting the objectives of this study.

This study used survey research design since it was seeking respondents' opinions on school rules and regulations.

3.2 Geographical Area of the Study

This study was conducted in Kilimanjaro Region. The region is located in the Northern part of Tanzania. It was chosen because it is one of the regions in Tanzania with a large

number of secondary schools. There are about 246 registered secondary schools in Kilimanjaro Region up to date (URT, 2012). Also the region has many school characteristics found in other regions in Tanzania.

Administratively, the region has seven districts namely Moshi Municipality, Moshi Rural, Siha, Hai, Mwanga, Same and Rombo. Moshi Rural district was specifically selected over the other six districts in Kilimanjaro because of the prominence of school drop outs compared to other districts in the region (see Kuleana, 2009). This has been linked to the fact that, many youths in Moshi Rural engage in petty business due in part, to being at the border with Kenya and the harsh climate that does not allow farming in many parts of the district.

Moshi Rural was chosen so as to represent other Tanzania mainland rural areas because most of the secondary schools were built in this district according to the Ministry of Education and Technical records and are required to operate using state's school regulations and rules. Therefore the situation provided the researcher with an opportunity population for picking the sample of schools and respondents to participate in the study.

3.3 Sample and Sampling Techniques

Within Moshi Rural there are about 60 Government secondary schools of which 56 Schools accommodate form I- IV (O-Levels) and 4 Schools accommodate form V-VI (A-Levels). The researcher purposively chose 6 schools i.e. 2 boarding schools and 4 day schools. Specifically the study was conducted in the following secondary schools: Agape, Muungano, Himo. Mereseni, Marangu and Mwika. The schools were purposively selected to include all the major varying characteristics of the district including rural/urban settings; socio-economical status of the parents; day and boarding schools; and the

schools' academic performance in the previous years. As it was not possible to study the whole target population, a sample of 240 secondary school students was drawn from the population. These 240 respondents were considered appropriate and adequate in this study, a sample from which generalization was made about the characteristics of the population. The respondents were obtained from Forms III, IV, V and VI as they have long experience with school rules and regulations relative to students in Forms I and II.

The respondents were obtained through purposive and simple random sampling techniques. Purposively, on reaching each school, the researcher would put students in category of male and females. From each school with A-Level 10 students were randomly picked from each Form to make a total of 40 students from the school; and from schools with only O-level students, 20 were randomly picked from each Form to make total of 40. Thus in all six schools the total number of respondents that were included in the study were 240. After the selection of the sample in each school the researcher administered the research instrument to collect the required data.

The schools were purposively selected to include all the major varying characteristics of the District including rural/urban settings; socio-economical status of the parents; day and boarding schools; and the schools' academic performance in the previous years. The respondents were boys and girls

3.4 Methods of Data collection

Questionnaire was main instrument used to solicit data from the respondent. According to Kothari (1990), questionnaire is the most widely used instruments for obtaining information from individuals. Questionnaire consists of a number of questions printed, hand written or typed in a definite order on a form or set of forms. In this study

questionnaire was administered to students so as to get the general picture of students' perceptions on how school rules and regulations promote acceptable behavior among secondary school students in Moshi Rural Districts.

The instrument included all the items required to obtain information from the respondents in regard to the research questions. The respondent was required to indicate in a quantum if s/he strongly Agree, Agree, Strongly Disagree, Disagree and Not Sure with specific statements reflecting an aspect of the study. A number of related items were included to increase the reliability of the instrument. These other related items were not included in the data.

The research instrument was initially constructed in English language. Based on the fact that Tanzanian secondary students mastery of English language is very low the research believe that to have accurate data it was wise to present the questionnaire in Kiswahili, language which is conversant to all the targeted respondents. To remove ambiguities the English version was translated into Kiswahili by one expert and then the Kiswahili version was translated back into English language by another expert. The above process guided the researcher to produce the final Kiswahili version used in the study.

The instrument was tested on a number of students from schools that were not used in the sample.

3.5 Data Analysis Procedures

Data from questionnaire were entered in a computer and Statistical Package for Social Sciences (SPSS) programmers was used to analyze them. Frequency distribution of the individual cases which involved presenting the number of attributes of the variable studied

for each case observed were used to describe major variables and quantitative data were analyzed by using descriptive statistics. This was done in and bar charts for graphical representation. The raw data collected was categorized into number of responses that strongly agreed, agreed; disagreed; and strongly disagreed for each research specific objective namely ;

- i. .Determine the perceptions of secondary school students on school regulations and rules as means of making them good citizens.
- ii. .Assess the perceptions of secondary school students on school regulations and rules as means to encourage adherence to the laws of the country.
- iii. .Examine the perceptions of secondary school students on school regulations and rules as means of encouraging co-operation and harmony.

3.6 Validity and Reliability of Instrument

3.6.1 Validity

According to Cohen, Manion & Marrison (2000) validation referred to how well the instrument collected information that was supposed together, that is validation checked relevance scope. In other hand Wangusa (2007) define validity as the extent to which an instrument measures what it was constructed to measure, so to ensure validity of instrument the study questions was developed under close guidance of the supervisor, then the questions designed were pre-tested in three schools in order to identify ambiguous questions and to make corrections before employing them in the field.

3.6.2 Reliability

Spector (1997) say reliability is consistency in measurement. Ahuja (2001) define reliability as an ability of an instrument to produce a consistent or same result. Test re-test method was used to measure reliability of the instrument; in this researcher administered a

test of the instrument twice at two different points in two weeks' time interval to twenty (20) same group of students from Moshi Rural district council. The result was analyzed and correlation coefficient of the two tests was measured through alpha value of 0.75 as Raymayal (2006) explain that a coefficient alpha value of 0.6 and above is considered to be reliable.

3.7 Ethical Considerations

In this study, the researcher adhered to the following ethical issues:

Research Clearance Letters: The permission to conduct this study was obtained from relevant authorities of the Open University of Tanzania including: the Vice Chancellor (VC) of the Open University of Tanzania, District Executive Director (DED). These letters were used to introduce the researcher to the respective schools.

Informed Consent: The researcher clearly explained the purpose of the study to the participants. He clarified on the research problem, purpose of the study, the short term and long term benefits and loss due to their participation in this study. The researcher asked for the participants' consent informed them that their participation is free, and they had the right to withdraw at any time with no repercussions.

Assurance of Confidentiality: The researcher assured confidentiality by maintaining anonymity of the respondents. The respondents' names were not mentioned in the report. The information collected was kept safely so that no any unauthorized individual was able to access it. Furthermore, the researcher clarified to the respondents that the information sought was only for research purpose, thus no any respondents was victimized for providing needed information.

CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter gives the presentation and analysis of the results for the study. The data is based on the responses of 240 respondents from 6 secondary schools in Moshi Rural District namely: Agape, Muungano, Himo, Mereseni, Marangu and Mwika. The random sampling was used in each class to select boys and girls in the respective schools.

4.1 Demographic Characteristics of Respondents

The demographic information of respondents from the six secondary schools in Moshi Rural district is presented in this section. This information was obtained through questionnaire in which the respondents were asked to provide personal information on school gender, age, and level of education.

4.1.1 School and Number of respondents

Table 4.1: School and number of respondents

School	Gender		Level of Education				Total
	Male	Female	III	IV	V	VI	
Agape	20	20	10	10	10	10	40
Muungano	20	20	10	10	10	10	40
Himo	20	20	10	10	10	10	40
Mereseni	20	20	10	10	10	10	40
Marangu	20	20	10	10	10	10	40
Mwika	20	20	10	10	10	10	40
Total	120	120	60	60	60	60	240

Source: Field Data, 2014

From Table 4.1 shows that the data is based on the responses of 240 respondents from 6 secondary schools in Moshi Rural District namely; Agape, Muungano, Himo, Mereseni, Marangu and Mwika. The random sampling was used in each class to select boys and girls in the respective schools. This implies that a similar picture would be obtained if a larger sample was studied in any district in the Tanzania country.

The instruments for data collection were open ended questions and questionnaires based on Likert scale. The responses were quantified and the Statistical Package for Social Science (SPSS) and Microsoft excel were used to carry out the analysis of data. The main focus was on the Descriptive data, namely frequency.

The objectives of the study determined the main areas of the study. These areas were: Awareness of school rules and regulations making me to become good citizen; school regulations will make most students to be good citizens. Offenders are punished and this encouraging them to obey laws of the country. Incorporations of school rules and regulations towards encouraging cooperation and harmony in the school and the nation; Obeying of School Rules and Regulations; In participating or Obeying School Rules and Regulations you become good Citizen; There are some students who do not obey School rules and Regulation;

4.1.1 Student's Perception of School Rules and Regulations of making Good Citizens

One of the objectives of the study was to determine the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means of making them to become good citizens who are expected to respect laws and regulations.

4.1.2 School regulations will make me to be a good Citizen

The data derived from the research instrument indicates (see Table 1 below) that of the

total respondents 32% Agreed and 59% Strongly Agreed that school rules and regulations will make them individually to become good citizens while 2% Disagreed and 1% Strongly Disagreed school rules and regulations make them to become good citizens. Six percent (6%) of the respondents were not sure on the effects of the school rules and regulations on becoming or not becoming good citizens. Thus, when asked student whether the School rules and regulations make them to be a good citizens, most of them i.e. 91% agreed compared to 3 % who disagree and 6% who were not sure.

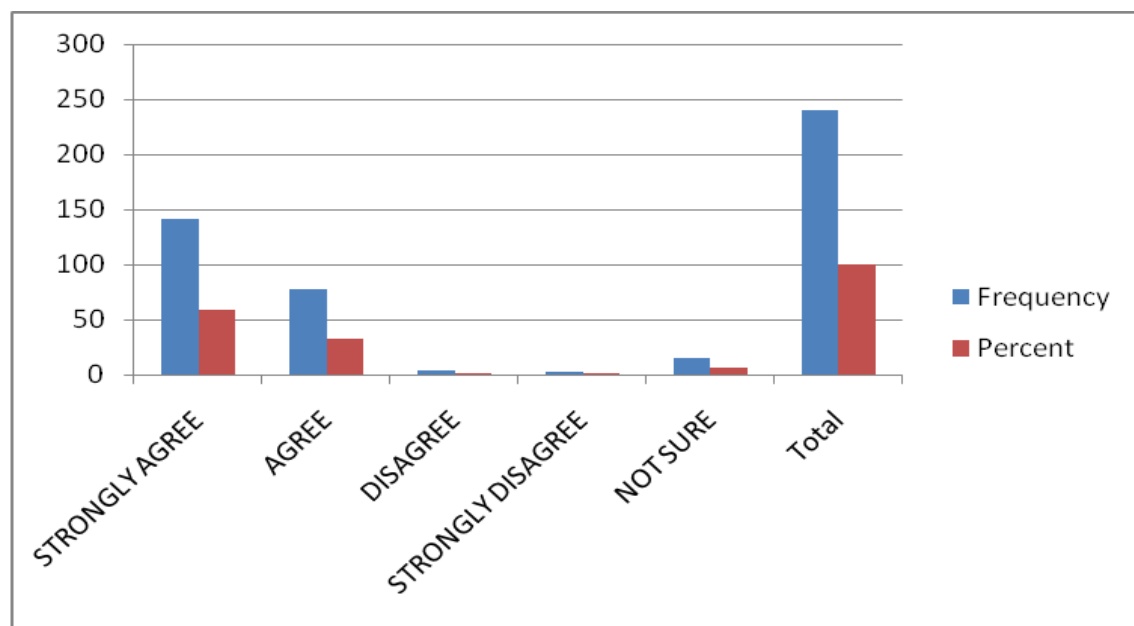


Figure 4. 1 School regulations will make me to be a good Citizen

The study also determined students' perception on the scope to which they individually follow the school rules and regulations. The results (Figure 4.1) show that of the total respondents who perceive themselves individually as always following the school rules and regulations, 29% Strongly Agreed and 26% Agreed while 19% Disagreed and 11% Strongly Disagreed. Fifteen percent (15%) were not sure. Thus majority of the respondents (55%) believe that they always follow school regulations and rules while a minority (30%) disagreed.

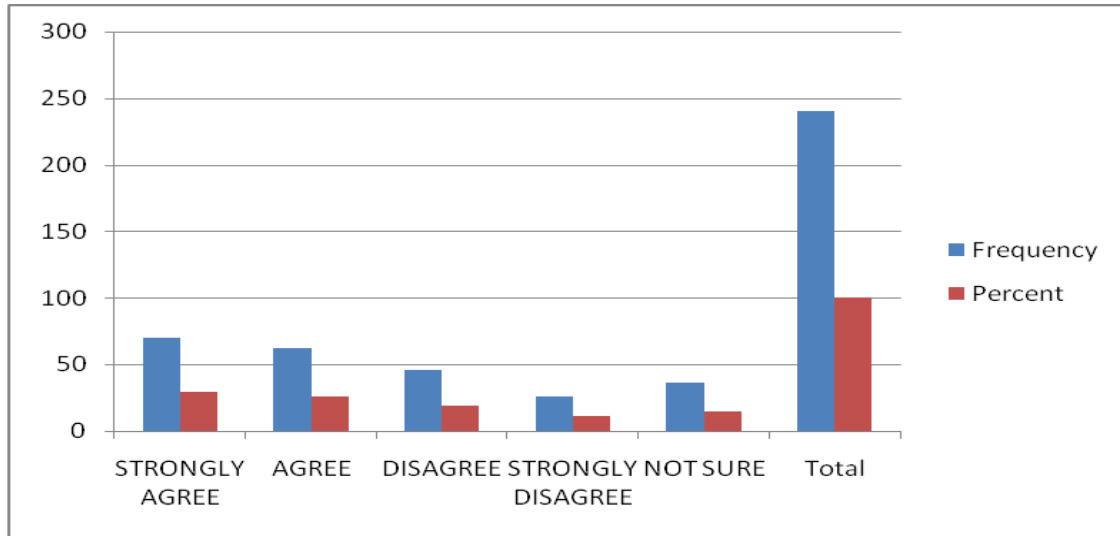


Figure 4. 2 always obey school rules and regulations

4.1.3 School regulations will make most students to be good Citizens

The study also aimed at establishing if students perceived school rules and regulations will make most students to be good citizens. The data show that (Figure 4. 2) of the total respondent 50% Strongly Agreed and 32% Agreed while 8% Disagreed and 2% strongly Disagreed. Thirteen percent (13%) were not sure. Thus, the most of the students (82%) believe that School Regulations and Rules will make most of students to be good citizens compared to 5% who disagreed.

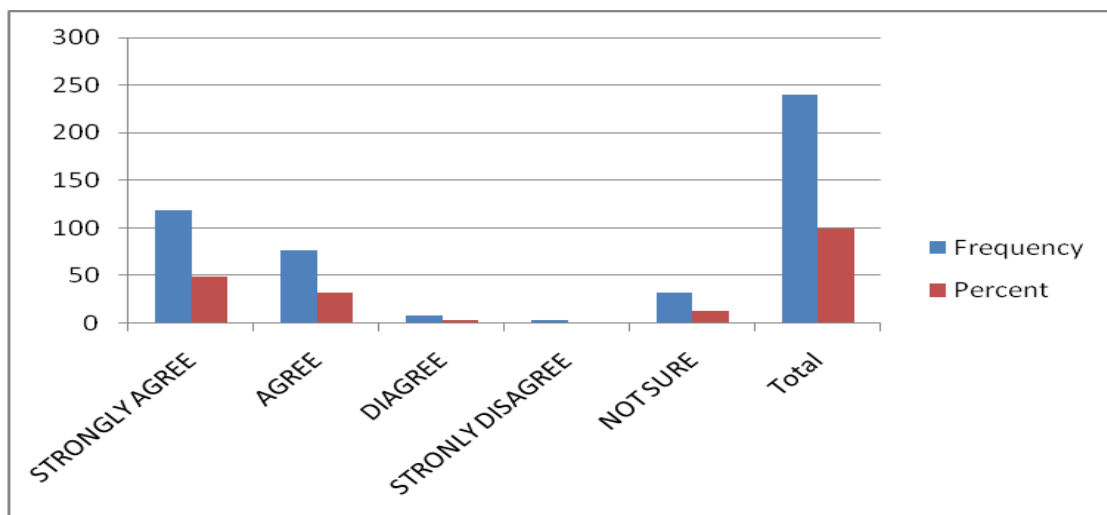


Figure 4. 3 School regulations will make most students to be good Citizens

The study also determined students' perceptions on the number of other students in their respective schools who obey school rules and follow school regulations. On this aspect the data (Figure 4.3) shows that 25% Strongly Agreed and 33% Agreed that most students in their schools obey school rules and regulations while 10% Disagreed and 22% Strongly Disagreed. Twenty two percent (22%) were not sure. So majority of respondents (57%) perceive other students as obeying school rules and following regulations compared to 32% who disagreed.

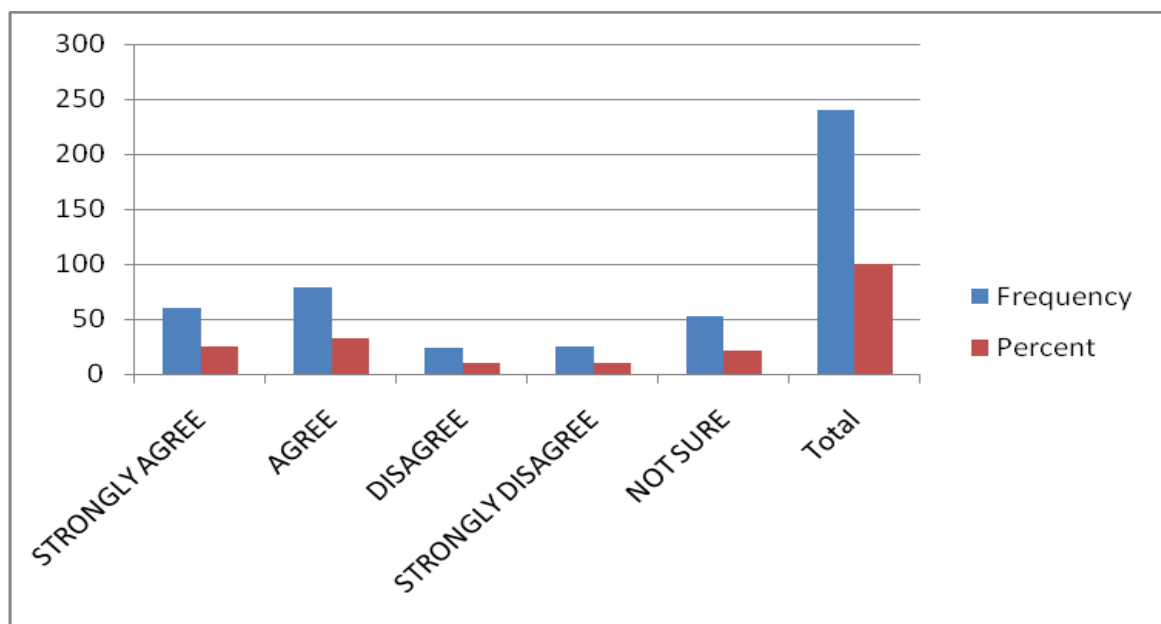


Figure 4.4 Most students in my School obey school Rules and Regulations

4.1.4 School Rules and Regulations will make me respect the laws and Regulations of the Country

In regard to School Rules and Regulations making a student to respect the Laws and Regulations of the country the data show that 46% Strongly Agreed and 34% Agreed; 5% Disagreed and 7% Strongly Disagreed while 8% were not sure (Figure 4. 4). Thus, most of the respondent (80%) believed that school rules and regulations will make them individually to respect the laws and regulations of the country compared to 12% who

disagreed and 8% who were not sure. This means that those students who follow school rules and regulations expect themselves also to respect the rules and laws of the country in the future.

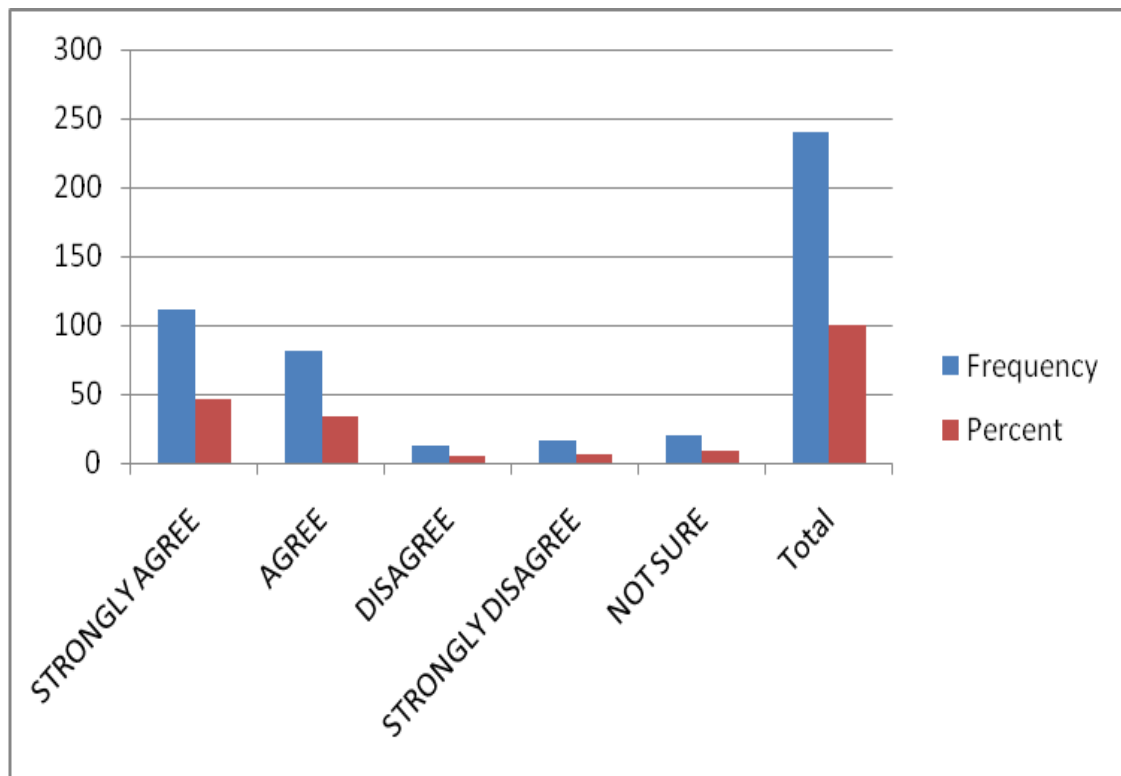


Figure 4.5 School Rules and Regulations will make me respect the laws and Regulations of the Country

4.1.5 School Rules and Regulations will make most students respect the laws and Regulations of the Country.

Students were also asked if the school rules and regulations will make most other students to respect the laws and regulations of the country. The results (Figure 4.5) show that of the total respondents 43% Strongly Agreed and 34% Agreed while 5% Disagreed and 3% Strongly Disagreed. Respondents not sure were 15%. Thus the most of the respondents (77%) believe that school rules and regulations will make most students respect the laws and regulations of the country compared to 8% who disagreed.

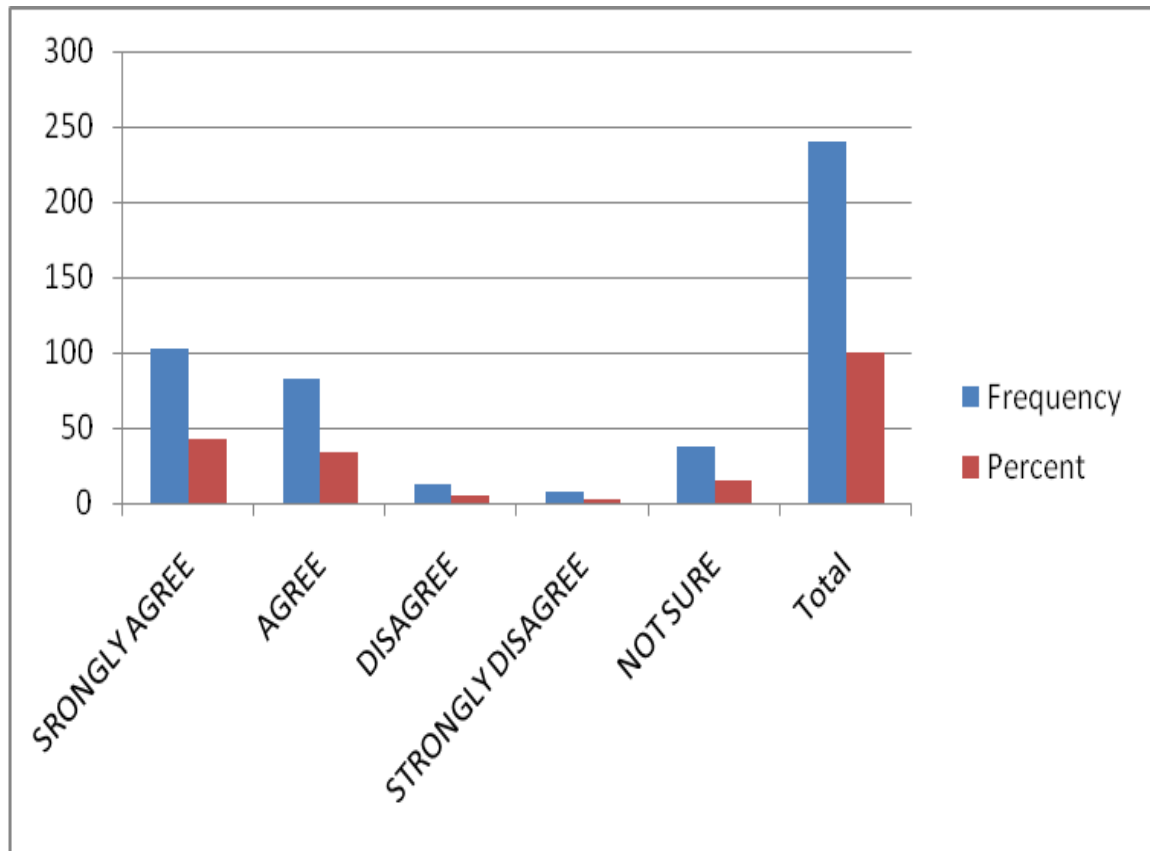


Figure 4.6 School Rules and Regulations will make most students respect the laws and Regulations of the Country

4.2.0 Students' perceptions of school rules and regulations making them students to realize that offenders are punished

The study determined the frequency of respondents who perceive that school rules and regulations make them individually to realize that offenders are punished. The data obtained (Figure 4.6) indicate of all the respondents 49% Strongly Agree and 38% Agree that school rules and regulations makes them realize that in future if they do not follow rules they will be punished; while 4% Disagreed and 3% Strongly Disagreed that school rules and regulations them realize that in future if they do not follow rules they will be punished. Thus, most of respondents(87%) believe that school rules and regulations makes them realize that in future if they do not follow rules they will be punished; while 7% disagreed and number 7% are not sure.

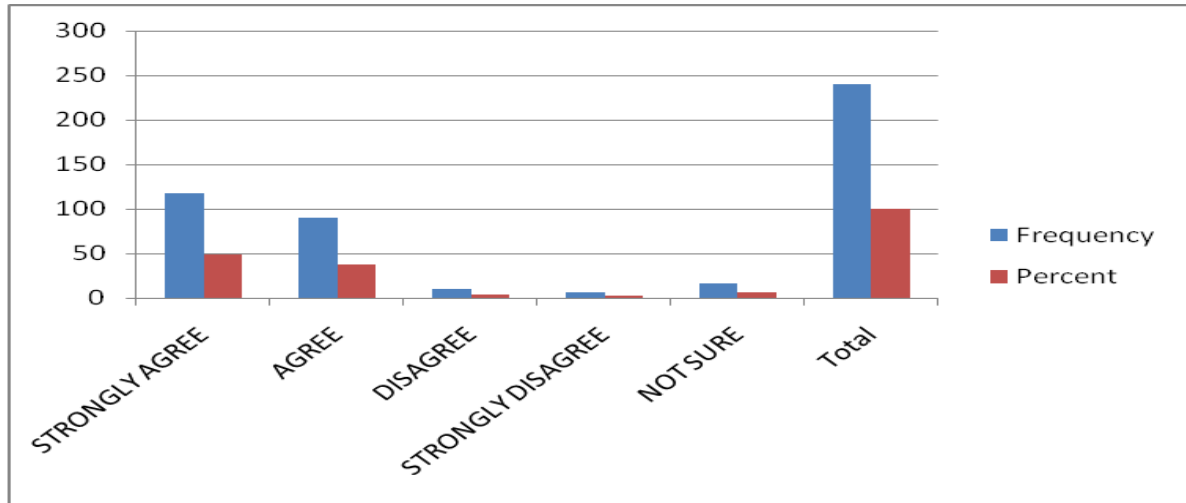


Figure 4.7 School Rules and Regulations make me realize that in future if I do not follow rules I will be punished

When the respondents were asked if they break school rules and regulations they responded as follows (Figure 4.7): Twenty percent (20%) Strongly Agreed and 34% Agreed that sometimes they break schools and regulations; 25% Disagreed and 10% Strongly Disagreed that they break school rules and regulations. Eleven percent of the respondents (11%) were not sure. Thus, majority of all of the respondents (54%) agreed that they sometimes break schools rules and regulations compared to 35% of respondents who disagreed that sometimes they break school rules and regulations.

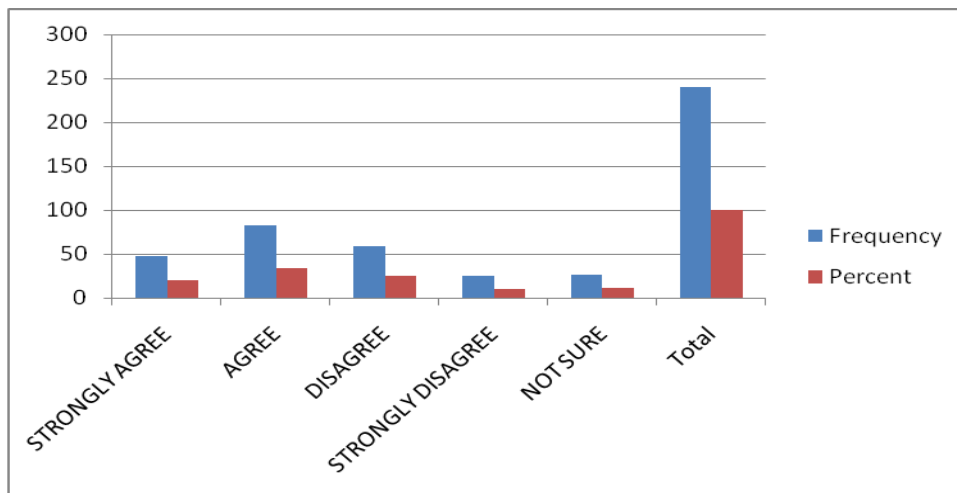


Figure 4.8 Sometimes I do not follow school rules and regulations

4.2.1 Respondents are always punished when they do not obey School Rules and Regulations

The study also sought the rate of respondents individually who have been punished for disobeying school rules and regulations. Of the total respondents (Figure 4.8) 26% Strongly Agreed and 35% Agreed that individually they have been punished several times for disobeying school rules and regulations while 19% Disagreed and 10% Strongly Disagreed. Ten percent of the respondents were not sure. Therefore, majority of all respondents (61%) agreed that sometimes they have been punished for disobeying school rules and regulations compared to 29% who disagreed or were not sure.

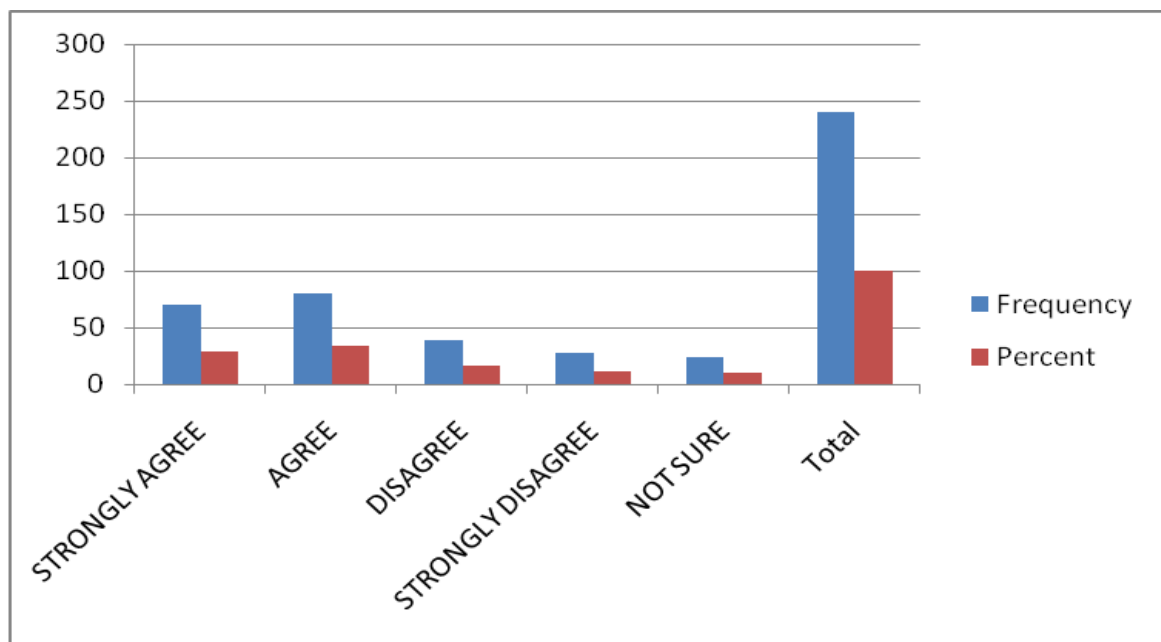


Figure 4.9 Respondents always punished when they do not obey School Rules and Regulations

4.2.3 Punishment encourages me to follow rules and regulations

The respondents were asked if school punishment encourages them to follow school rules and regulations. The data gathered (Figure 4.9) shows that of the total respondents 39% Strongly Agree and 29% Agreed that punishment encourages them to follow school rules

and regulations while 12% Disagreed and 8% Strongly Disagreed. Eight percent (8%) were not sure. Thus, majority of respondents (68%) perceive that punishment encourages them to follow school rules and regulations while 20% do not believe so.

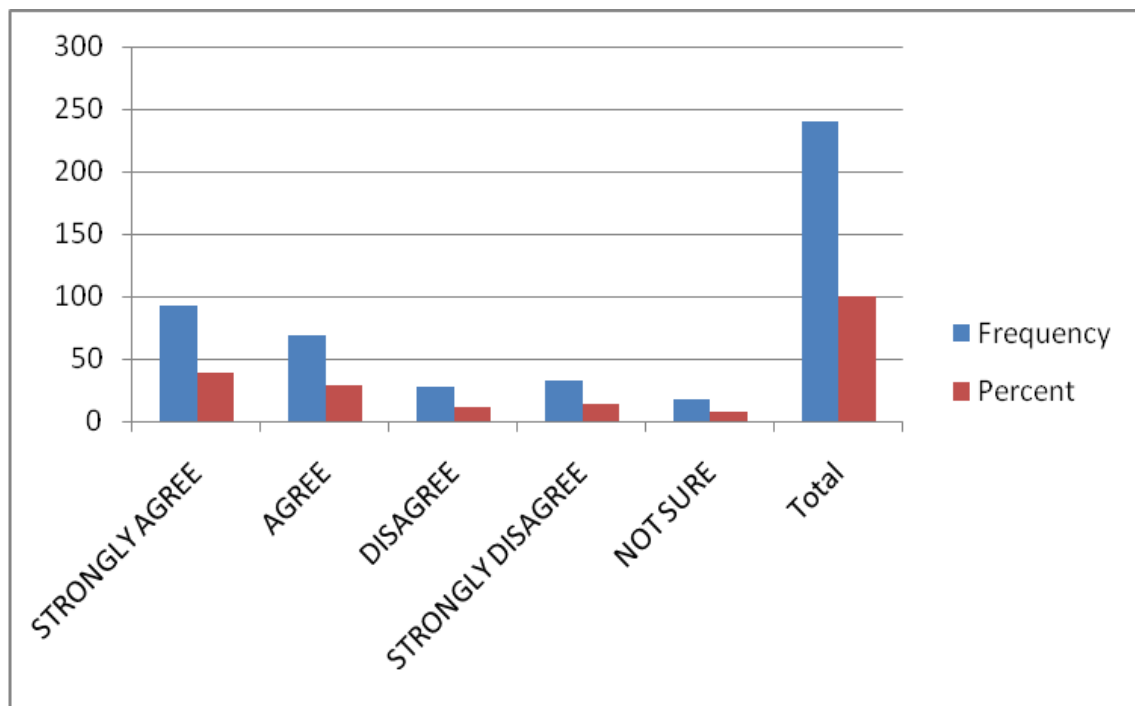


Figure 4.10 Punishment encourages me to follow rule and regulations

4.2.4 School Rules and Regulations make most students realize that in the future if they do not follow rules they will be punished

The researcher also wanted to know if the respondents believe that the school rules and regulations will make most other students realize that if they do not follow school rules in future they will be punished. The obtained data (Figure 4.10) indicates that of the total respondents 42% Strongly Agreed and 38% agreed that most other students realize that if they do not follow rules and regulations they will be punished while 7% disagreed and Strongly Disagreed. Thus most of the students (80%) agreed that school rules and regulations make most students realize that in the future if they do not follow rules they will be punished and 9% disagreed and 10% were not sure.

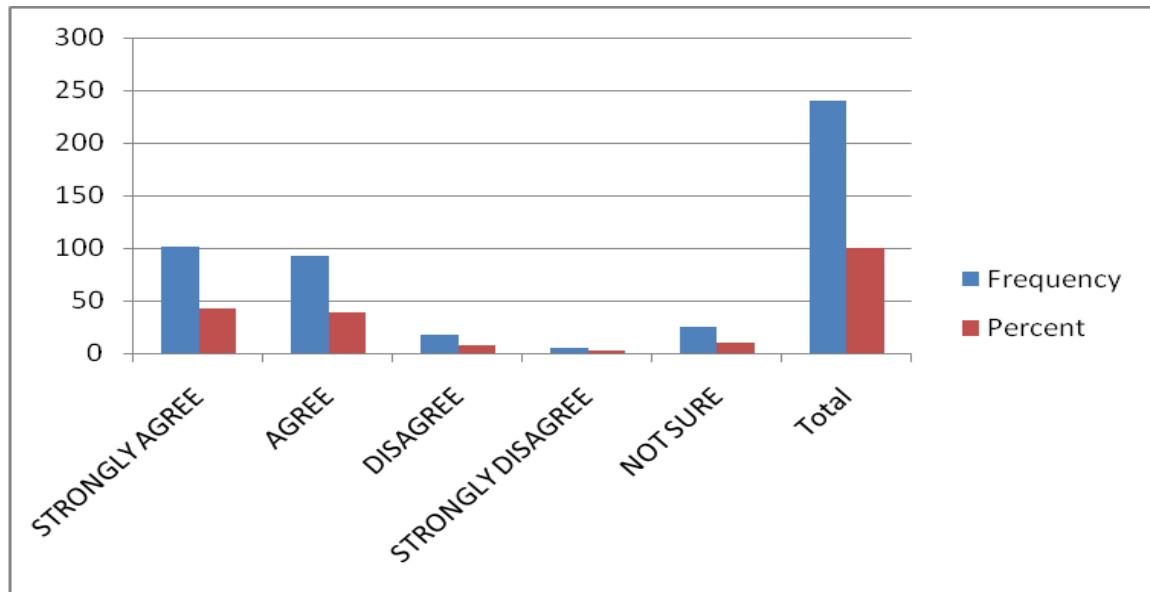


Figure 4.11 School Rules and Regulations make most students realize that in the future if they do not follow rules they will be punished

Most students in my School do not obey school Rules and Regulations.

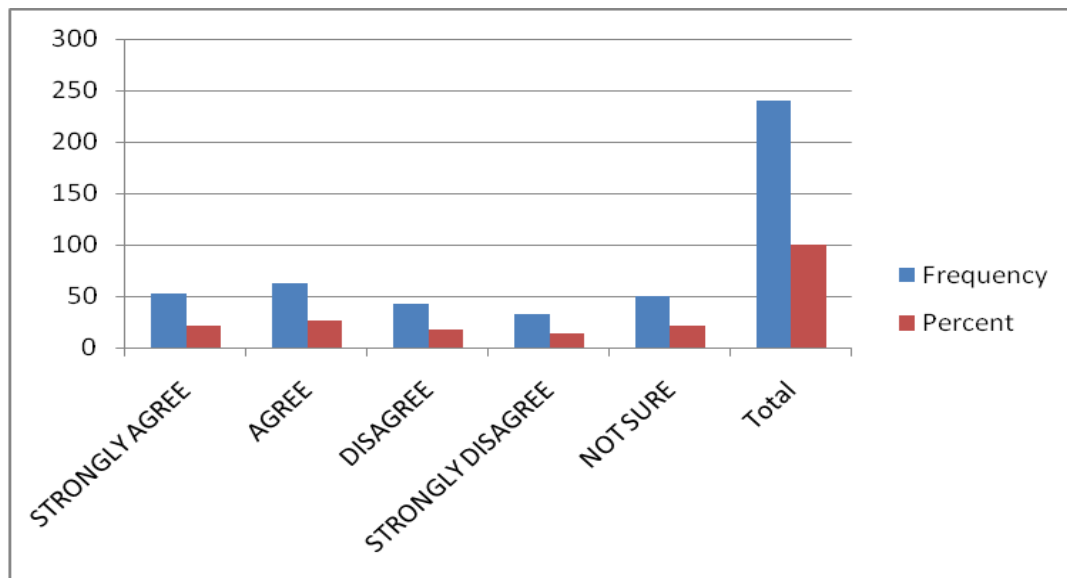


Figure 4.12 Most students in my school do not obey school rules and regulations

The respondents were asked if most students in their respective schools do not obey school rules and regulations. The results to this question (Figure 4.11) indicate that of the total respondents 22% Strongly Agree and 26% Agree that most students in their schools do not

obey school rules and regulations while 18% Disagreed and 13% Strongly Disagreed. Twenty one percent (21%) of the respondents were not sure. The data imply that less than half of the respondents although many (48%) believe that most students break school rules and regulations and more than half (52%) disagreed or were not sure.

4.2.5 Students in my school who do not obey school regulations and rules are always punished

The study sought to find out from the respondents the frequency of punishment to most students who do not obey school rules and regulations in their respective schools. The data (Figure 4.12) of all respondents 42% Strongly Agreed and 38% Agreed that students in their respective schools who do not obey school regulations and rules are always punished while 8% Disagreed and 5% Strongly Disagreed. Seven percent (7%) were not sure. Thus most of respondents (90%) believe that students in their respective school who do not obey school regulations and rules are always punished.

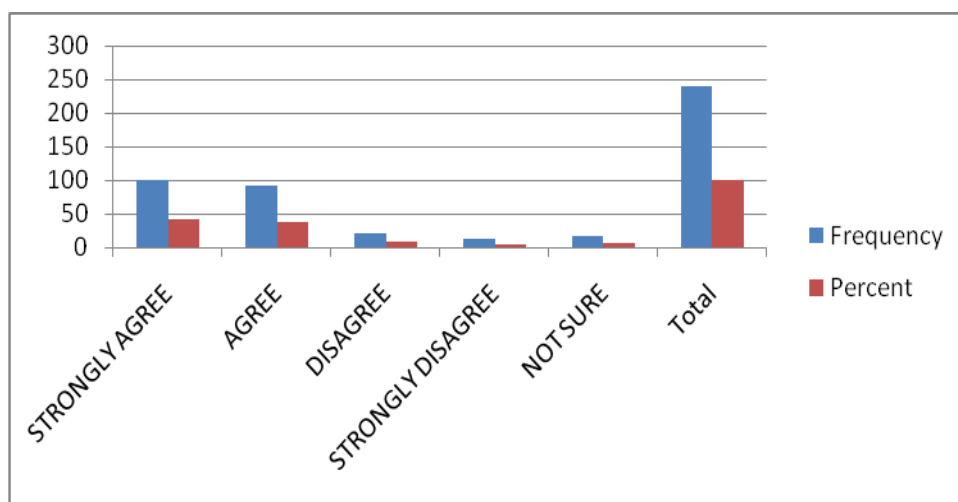


Figure 4.13 Students in my school who do not obey school Rules and Regulations are always punished

The respondents were asked if punishment encourages most students to follow rules and regulations. The data collected (Figure 4.13) indicated that of the total respondents 43%

Strongly Agreed and 27% Agreed that punishment encourages most students to follow rules and regulations while 12% Disagreed and 8% Strongly Disagreed. Ten percent (10%) were not sure. Thus, most respondents (70%) believe that punishment encourages most students to follow rules and regulations while 20% disagreed.

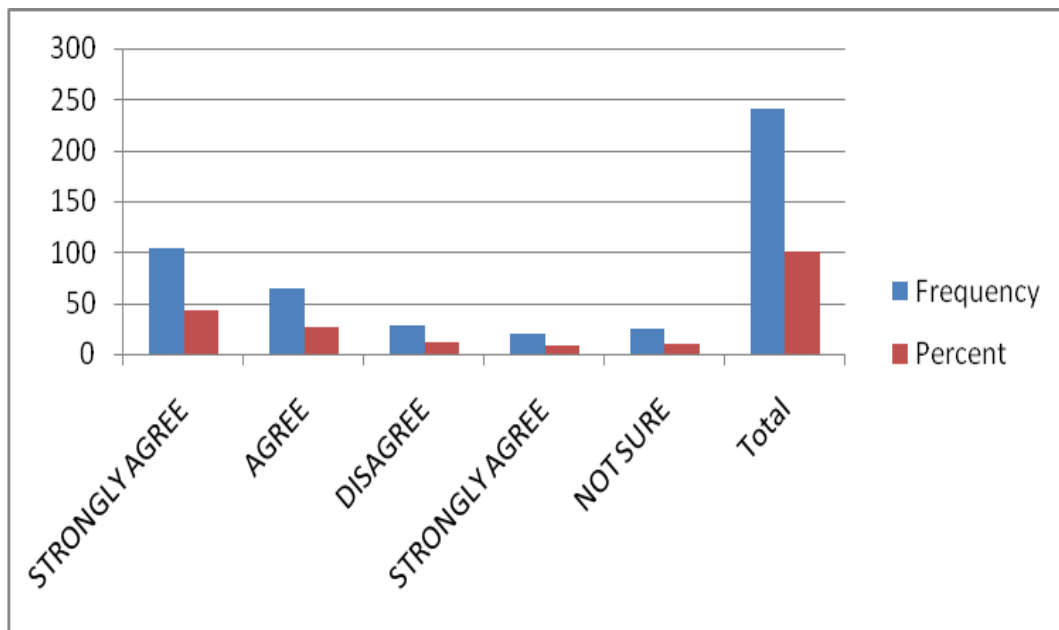


Figure 4. 14 Punishment encourages most students to follow Rules and Regulations

4.3.0 Students' perceptions that school rules and regulations encourage co-operation and harmony in the school and the nation

One of the objectives of the study was to determine secondary school students' in Moshi Rural District perception of on school regulations and rules as means of encouraging co-operation and harmony in the school and the nation as stated in state objectives. The results gathered on the aspect of harmony (Figure 4.14) indicate that of the total respondents 40% Strongly Agreed and 38% Agreed while 8% Disagreed and 7% Strongly Disagreed. Eight percent (8%) were not sure. Thus, the most of students (78%) have positive opinion on that school rules and regulations to promote harmony in school while minority (15%) disagreed.

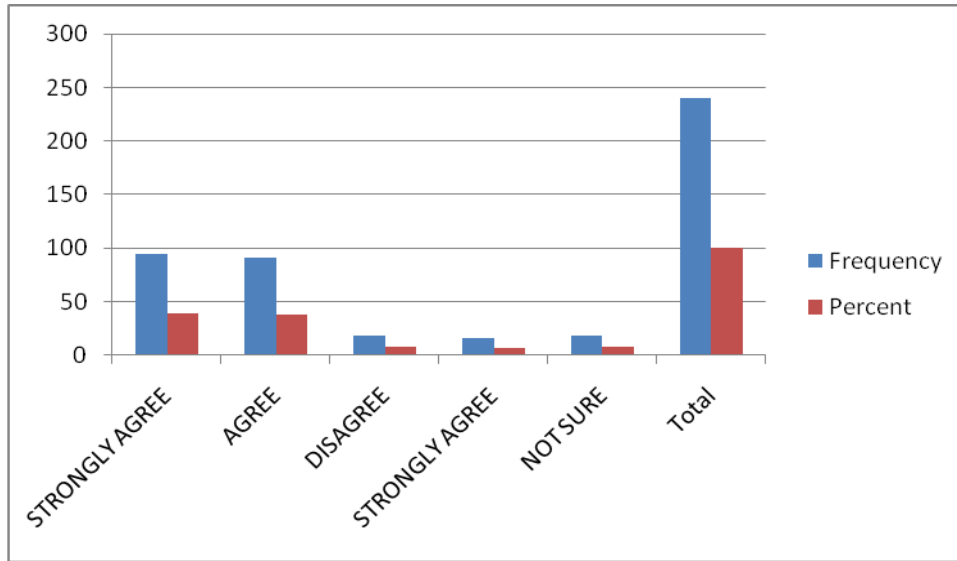


Figure 4. 15 School rules and regulations have created harmony in my school

On the aspect of school rules and regulations promoting cooperation among students in the respective schools, of the total respondents (Figure 4.15) 35% Strongly Agreed and 34% Agreed while 11% Disagreed and 7% Strongly Disagreed; and 7% were not sure. Thus, the majority of students (69%) believe school rules and regulations promote cooperation among students in school while minority (18%) disagreed..

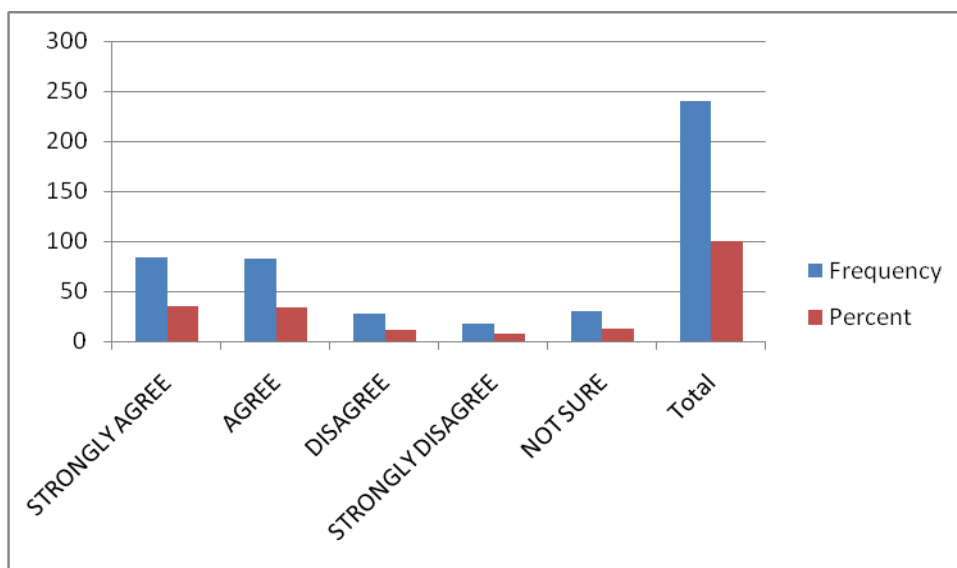


Figure 4. 16 School rules and regulations have promoted cooperation among students in my school.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter is divided into three major sections. The first section is the summary of the study, which includes the research objectives, the review of the related literature and the research methods. The second section presents the summary of the major findings while the third section provides conclusions of the major findings. The last section presents recommendations for action and for further studies.

5.1. Research Objectives

The research problem of this study was based on the fact that Tanzania has school rules and regulations aimed at creating conducive learning environment in schools and the future acceptable behaviors of the students in the society at large. The main stated objectives included to have students who are brought up to become good citizens expected to respect laws and regulations, to have self- discipline while in school and in adult life; to make students realize that offenders are punished and thus encouraging them to obey the laws of the country, conform to accepted norms and rules of conduct; and to encourage co-operation and harmony in the school community (MANTEP 1995). These objectives were taken as the expected acceptable behaviors of students. The statement of the problem was to determine the students' perceptions in relation to the objectives of having school rules and regulations in Tanzania. So, this chapter presents the discussion, conclusions and recommendations of the study on the perception of secondary students on how school rules and regulations promote acceptable behavior among secondary schools students.

5.1.1 The Research Methods

The study involved 240 respondents from 6 secondary schools in Moshi Rural District. The schools were purposively selected to include all the main characteristics of the district and random sampling was used to select boys and girls in the respective schools. A questionnaire was constructed in English then translated into Kiswahili to elicit students' perceptions on the main variables of the study. The data was processed by the use of SPSS to determine frequencies.

From the 240 respondents majority of them had perceptions that school rules and regulations promote acceptable behavior by making students to be good citizens, making students to realize that offenders are punished; and encourage co-operation and harmony in the school and the nation.

5.2.0 Discussion

The ideas in this section are organized in relation to the objectives of the study as related to the results as presented in Chapter 4.

5.2.1 Student's Perception of School Rules and Regulations of making Good Citizens

The objective was to determine the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means of making them to become good citizens who are expected to respect laws and regulations. Most of the respondents believed that school rules and regulations make them individually to be good citizens. The results imply that the respondents reflected the objectives of state in regard to having students that believe in the future they will individually be good citizens i.e. having acceptable behavior in the society. Thus, when asked student if they perceived school rules and regulations will make them individually to be a good citizens, most of them i.e.

91% agreed compared to 3 % who disagreed and 6% who were not sure. This implies that most respondents believed that school regulations and rules have to some degree of influence in making them good citizen i.e. the responses reflected the objective set by the state.

The study also established that the most of the students (82%) believe that school rules and regulations will make most of students to be good citizens compared to 5% who disagreed. Thus, not only do the respondents believe that school rules and regulations will make them individually good citizens but also they have the same belief on most the other students in their respective schools. It is worth noting that more respondents individually believed the positive influence of school regulations on themselves than they had on other respondents i.e. 91% vs. 82%.

One aspect of being a good citizen/student is following the rules and regulations of the school/state. The results of the study found that most of the respondents (80%) believed that school rules and regulations will make them individually to respect the laws and regulations of the country compared to 12% who disagreed and 8% who were not sure. The implication is that most respondents see the functions of school rules and regulations as preparing them to respect the laws and regulations of the country.

The results indicated that majority of respondents (55%) perceive themselves as always obeying and following the school rules and regulations while 30% percent perceive themselves as not always following and obeying school rules and regulations. We have to note that 91% believed school rules and regulations will make them to be good citizens but less than this percentage always adhere to them. The researcher believe that respondents are being sincere since there are some unavoidable conditions which makes

one sometimes not to obey rules and follow regulations. However, one can conclude that this situation does not influence much on their beliefs that they will be good citizens in the future.

The majority of respondents (57%) believed that other students in their respective schools obey rules and follow regulations always while 32% disagreed. So, more-or-less it is the same percentage of respondents who individually believe they do not follow regulations and obey rules have the same perception of their colleagues. Thus although many respondents believe that many other students, just like many of themselves, do not obey school rules and follow regulation they still believe that rules and regulations will make them good citizens.

5.2.3 Students' perceptions of school regulations and rules making students to realize that offenders are punished

One of the objectives of the study was to determine the perceptions of secondary school students in Moshi Rural District on school regulations and rules as means of making students realize that offenders are punished and thus encouraging them to obey the laws of the country. One way of controlling human beings is through the use of punishment for those who break social rules and regulations. It is common in Tanzania for secondary school students to be punished for breaking rules and not following regulations.

The results indicated that most of the respondents (80%) agreed that school rules and regulations make most students realize that in the future if they do not follow rules they will be punished. Majority of respondents (54%) agreed that they sometimes break schools rules and regulations compared to 35% of respondents who disagreed that sometimes they break school rules and regulations. The results also showed that less than half of the

respondents (48%) believe that most students break school rules and regulations while majority of the respondents (52%) disagreed or were not sure. So, there are individuals who break rules and regulations in the respective schools.

For individual respondents who have broken school rules and regulations majority of them (61%) agreed that sometimes they have been punished for disobeying school rules and regulations compared to 29% who disagreed or were not sure. Also majority of respondents (68%) perceive that punishment encourages them to follow school rules and regulations while 20% do not believe so. This means that punishment is viewed by majority as having influence of making individual respondents to obey and follow rules by deterring disobedience i.e. fear of pain caused by punishment makes them to adhere to school rules and regulations. The majority of respondents (90%) believe that students in their respective school who do not obey school regulations and rules are always punished. Also most of the respondents (70%) believe that punishment encourages most students to follow rules and regulations and 20% disagreed. Thus, the results reflect the respondent's beliefs that are based on their experiences in school whereby they expect to be punished when not obeying school rules and regulations.

5.2.4 Students' perceptions that school regulations and rules encourage co-operation and harmony in the school and the nation

The third objective of the study was to determine the perception of secondary school students in Moshi Rural District on school regulations and rules as means of encouraging co-operation and harmony in the school and the nation. Rules and regulations in the school create an organized and predictable environment that is conducive for teaching and learning processes. Without these rules and regulations nobody in the school will not know what, who, where and when of the school activities i.e. chaos. So, school regulations

and rules are supposed to encourage cooperation and harmony among students in schools. The results indicate that most of students (78%) have positive opinion that school rules and regulations promote harmony in school and state while minority (15%) disagreed. The main thing to note is the minority who do not agree with this perception.

5.3 Conclusion

This study has established the following as conclusion:

- Most respondents have the perception that they respect the school regulations and obey rules, although not always.
- Many of respondents have the perceptions that individually they do sometimes break school rules and do not follow regulations. Also, they have the perception that other students in their respective schools do sometimes break school rules and do not follow regulations.
- Majority of respondents have been punished several times, that is not all the time, after breaking school rules and regulations. Many respondents also have the perception that other students in their respective school are sometimes punished when they break school rules and regulations.
- Most respondents believed that school regulations and rules have to a degree some influence in making students good citizen i.e. the responses reflected the objective set by the state.
- Most of respondents perceive that punishment encourages students to follow school rules and regulations. This implies that punishment, although painful and hated, has some positive effect in making students to be good citizens.
- Most respondents perceive school regulations as encouraging cooperation and harmony in schools.

- So, in general conclusion, most respondents' perceptions reflect the stated objectives of having school rules and regulations i.e. to have students who are brought up to become good citizens expected to respect laws and regulations, to make students realize that offenders are punished and thus encouraging them to obey the laws of the country, conform to accepted norms and rules of conduct; and to encourage co-operation and harmony in the school community.
- The study has established some areas on school regulations and rules that need to be investigated.
- The findings of this research study in relation to statement of the study has determined that the students' perceptions on school regulations and rules in Moshi Rural District are similar to the objectives set by the state namely school rules and regulations promote self- discipline; making them realize that offenders are punished and encouraging to obey laws of the country; and encouraging co-operation and harmony in the community.

Since it is the government/state that sets these objectives, little is known about students' perceptions on Therefore, this study sought to determine how students in Moshi Rural district perceive rules and regulations as stipulated in the state's objectives.

5.4 Recommendations

Based on the research findings and conclusions of this study, following recommendations are made.

5.4.1 Recommendations for Action

- School rules and regulations need to be emphasized and given enough awareness so as to create harmony and cooperation among students and lead more students to become good citizens.

5.4.2. Recommendations for further Research

- The study only focused on the percentage of students' perception in relation to school regulations and rules. Other studies need to be carried out to critically assess the content of school rules and recommend the best content that can produce quality citizenry.

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APPENDICES

APPENDIX A

QUESTIONNAIRE TO STUDENTS

A: Introduction

Dear Student, I am Adilister Ishikaeli Kwayu pursuing Masters of Education in Administration, Planning and Policy Studies at The Open University of Tanzania. I am requesting you to provide me with some information through answering the questions below. I am kindly requesting you to provide me with your precious information to fill in this questionnaire so as to accomplish the purpose of my study.

B: PERSONAL PARTICULARS

Name of school:.....

Form:.....

Age:.....

Gender (Male/ Female).....

C: QUESTIONS

APPENDIX A

Please put (√) where you think it is appropriate.

- Are you aware of School Rules and Regulations as means of making you to become Good Citizens?

Yes ()

No ()

- Do you think The School Rules and Regulations making Students realize that offenders are punished and this encouraging them to obey laws of the Country?
Yes ()
No ()
- Do you incorporate with School Rules and Regulations toward Encouraging Cooperation and harmony in the school and the Nation at large?
Yes ()
No ()
- Are you obeying School Rules and Regulations?
Yes ()
No ()
- Are you aware that in participating or obeying School Rules and Regulations will make you to become a good citizen?
Yes ()
No ().
- Is it true that there are some students who do not obey School Rules and Regulations?
Yes ()
No ()
- Do you disobey School Rules and Regulations?
Yes ()
No ()
- Do you think School Rules and Regulations can bring changes to the Secondary Students in Moshi Rural District?
Yes ()
No ()

- Are there any changes which can be brought by obeying School Rules and Regulations?

Yes ()

No ()

APPENDIX B

D: Your beliefs in some school rules and regulations

In the scale below, please indicate your level of agreement with the belief statement by putting a tick against the statement under the relevant option. There is no wrong or right answer, but I am interested in what you really believe in. so, try as much as you can be honest in indicating your belief. The responses mean: **SA** = strongly agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree, **NS**= Not Sure

		SA	A	D	SD	NS
1.	School regulations will make me to be a good citizen					
2.	School regulations will make most students to be good citizens					
3	School regulations will make me respect the laws and regulations of the country.					
4.	School regulations will make most students respect the laws and regulations of the country.					
5	Sometimes I do not follow school regulations					
6	I always obey school law and regulations.					
7	Most students in my school do not obey school rules and regulations.					
8	Most students in my school obey school rules and regulations.					
9	Students in my school who do not obey school regulations and rules are always punished.					
10	When I do not obey school regulations and rules I am always punished.					

11	I have been punished several times for disobeying school rules and regulations					
12	School rules and Regulations makes me realize that in future if I don't follow rules I will be punished					
13	School rules and Regulations makes most students realize that in future if they don't follow rules they will be punished					
14	Punishment encourages most students to follow rules and regulations.					
15	School rules and Regulations have created harmony in my school.					
16	Punishment encourages me to follow rules and regulations.					
17	School rules and Regulations have promoted cooperation among students in my school					
18	School rules and Regulations do not promote cooperation among students in my school					
19	School regulations will not make me to be a good citizen					
20	School regulations will not make most students in my school to be good citizens					
21	All students who do not follow school rules and regulations will be bad citizens.					
22	All students who follow school rules and regulations will be good citizens.					
23	All students who dislike following school rules and regulations will be bad citizens.					

24	Most good citizens obeyed school rules and regulations when they were in school.					
25	Most good citizens do not obeyed school rules and regulations when they were in school					
26	School regulations will not make me to becomes a good citizen					
27	Punishment discourages most students not to follow rules and regulations					
28	School regulations will make most students not to respect the laws and regulations of the country					
29	School rules and regulations make me to realize that in future if I follow school rules and regulations I will not be punished.					
30	Students in my school who obey school rules and Regulations are praised.					

MASWALI KWA WANAFUNZI

Utangulizi

Mimi ninaitwa Adilista Ishikaeli Kwayu ninayesoma Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania. Ninafanya Utafiti wa Kielimu katika nyanja ya Uongozi, Mipango na Sera. Ninakusihia unipatie taarifa mbalimbali kwa kujibu maswali yaliyo katika sehemu A na B hapa chini ili majibu utakayotoa yanisaidie kukamilisha sehemu ya Utafiti wangu.

TAARIFA MUHIMU

Jina la Shule.....

Kidato.....

Umri.....

Jinsia. (Mwanaume/ Mwanamke).....

MASWALI

SEHEMU A

Weka alama ya (√) unapoona panastahili.

- . Je unafahamu ya kuwa kanuni na taratibu za shule ni mojawapo ya njia ya kukufanya uwe raia mwema?
Ndiyo ()
Hapana ()
- . Je unadhani kanuni na taratibu za shule huwafanya wanafunzi kutambua kuwa wanaotenda makosa huadhibiwa na hivyo kuwafanya watii sheria za nchi?
Ndiyo ()
Hapana ()

- . Je wewe unajihusisha na taratibu na kanuni za shule katika kujenga maelewano na mshikamano shuleni na Taifa kwa ujumla?
Ndiyo ()
Hapana ()
- . Je wewe binafsi unatii na kufuata kanuni na taratibu za shule?
Ndiyo ()
Hapana ()
- . Je unafahamu kuwa ukishiriki kutii na kufuata kanuni na taratibu za shule kunakufanya uwe raia mwema?
Ndiyo ()
Hapana ()
- . Je ni kweli kuwa kuna wanafunzi wasiotii na kufufuata kanuni na taratibu za shule?
Ndiyo ()
Hapana ()
- . Je wewe binafsi ni miongoni mwa wanafunzi wasiotii kanuni na taratibu za shule?
Ndiyo ()
Hapana ()
- . Je unadhani kanuni na taratibu za shule zinaweza kuleta mabadiliko chanya kwa wanafunzi wa Sekondari katika Wilaya ya Moshi Vijijini?
Ndiyo ()
Hapana ()
- . Je kuna mabadiliko yoyote unayodhani yanaweza kutokea endapo wanafunzi watatii kanuni na taratibu za shule?

Ndiyo ()

Hapana ()

SEHEMU B

Imani yako kuhusu kanuni na taratibu za shule.

Katika jedwali lifuatalo, tafadhali oneshwa msimamo wako wa kuamini kanuni na taratibu za shule kwa kuweka alama ya vema kwenye kisanduku mbele ya maelezo kwa kuchagua jibu lililo sahihi. Hakuna jibu lisilo sahihi, majibu yote utakayotoa naamini kuwa ni ukweli, hivyo nitakubaliana na utakachoamua. Hivyo jitahidi kadri uwezavyo kuonesha msimamo wako. Majibu yanamaanisha: **NK** = Nakubali Kabisa, **N**= Nakubali, , **SU**= Sikubali, **SK** = Sikubali Kabisa, **SU**=Sina Uhakika

		NK	N	SK	S	SU
1.	Kanuni na taratibu za shule zitanifanya niwe raia mwema					
2.	Kanuni na taratibu za shule zitawafanya wanafunzi wengi kuwa raia wema.					
3	Kanuni na taratibu za shule zitaniwezesha kutii na kufuata sheria na taratibu za nchi.					
4.	Kanuni na taratibu za shule zitawezesha wanafunzi wengi kutii, kuheshimu na kufuata sheria na taratibu za nchi.					
5	Wakati mwingine huwa sifuati wala kutii kanuni na taratibu za shule.					
6	Wakati wote ninatii na kufuata kanuni na taratibu za shule..					
7	Wanafunzi wengi katika shule ninayosoma hawatii kanuni na taratibu za shule.					

8	Wanafunzi wengi katika shule ninayosoma wanatii na kufuata kanuni na taratibu za shule.					
9	Katika shule ninayosoma wanafunzi wasiotii kanuni na taratibu za shule mara zote huadhibiwa.					
10	Nisipotii kanuni na taratibu za shule huwa ninaadhibiwa wakati wote.					
11	Nimeshaadhibiwa mara kadhaa kwa kutokutii kanuni na taratibu za shule.					
12	Kanuni na taratibu za shule zinanifanya kutambua kuwa wakati ujao nisipotii sheria na taratibu nitaadhibiwa.					
13	Kanuni na taratibu za shule zinawafanya wanafunzi wengi kutambua kuwa wakati ujao wasipotii sheria na taratibu za shule waataadhibiwa.					
14	Adhabu zinahamasisha wanafunzi kutii kanuni na taratibu za shule.					
15	Kanuni na taratibu za shule zimeleta maelewano katika shule ninayosoma.					
16	Adhabu zinanihamasisha kufuata na kutii kanuni na taratibu za shule.					
17	Kanuni na taratibu za shule zimehamasisha ushirikiano baina ya wanafunzi katika shule ninayosoma.					
18	Kanuni na taratibu za shule hazihamasishi ushirikiano baina ya wanafunzi katika shule ninayosoma.					
19	Kanuni na taratibu za shule hazitanifanya kuwa raia mwema.					

20	Kanuni na taratibu za shule hazitawafanya wanafunzi wengi kuwa raia wema katika shule ninayosoma.					
21	Wanafunzi wote wasifuata na kutii kanuni na taratibu za shule hawatakuwa raia wema.					
22	Wanafunzi wote wanaofuata na kutii kanuni na taratibu za shule watakuwa raia wema.					
23	Wanafunzi wote wasipenda kanuni na taratibu za shule hawatakuwa raia wema.					
24	Raia wema wengi wa sasa walitii na kufuata kanuni na taratibu za shule wakati walipokuwa shuleni					
25	Raia wema wengi wa sasa hawakutii na kufuata kanuni na taratibu za shule wakati walipokuwa shuleni.					
26	Kanuni na taratibu za shule hazitanifanya nisiwe raia mwema.					
27	Adhabu zinapunguza hamasa ya wanafunzi kutofuata kanuni na taratibu za shule.					
28	Kanuni na taratibu za shule zitawafanya wanafunzi wengi kutotii sheria na taratibu za nchi.					
29	Kanuni na taratibu za shule zitzanifanya kutambua kuwa wakati ujao nikifuata sheria na taratibu za shule sitaadhibiwa.					
30	Wanafunzi wanaotii na kufuata kanuni na taratibu za shule ninayosoma wanapongezwa.					

APPENDIX C

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



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

Ref. No. HD/E/211/T.12

Date: 20th May, 2014

District Executive Director,
Moshi Rural District
P. O. Box 3003,
Moshi

RE: RESEARCH CLEARANCE

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

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you Mr. Adilister Ishikaeli Kwayu a Master of Education in Administration, Planning and Policy Studies (MED UPPS) student at the Open University of Tanzania Registration No. HD/E/211/T.12. By this letter Mr. Adilister Ishikaeli Kwayu has been granted clearance to conduct research in the country. The title of her research is "*The perception of Secondary Students on how school rules and regulations promote acceptable behavior among secondary schools students in Moshi Rural District.*" The research will be conducted in Moshi Rural District.

The period which this permission has been granted is from the 20th May, 2014 to 3rd July, 2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P. O. Box 23409,
Dar Es Salaam
Tel: 022 2 2668820

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

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA


Prof. S. Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE



REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT



MOSHI DISTRICT COUNCIL

KILIMANJARO REGION
Phone 2751865/FAX 2754305 /2752305

P.O.Box 3003
MOSHI.

Ref. No: MDC/E.10/16/VOL./77.

Date: 13th June, 2014

Vice Chancellor,
The Open University of Tanzania,
P.O. Box 23409,
DAR ES SALAAM.

RE: FIELD RESEARCH FOR PERCEPTION OF SECONDARY STUDENTS
DELISTER ISHIKAEI KWAYU.

Please kindly refer the heading above your letter dated 20/05/2014 about the subject mentioned above.

This is to inform you that the Field Research for **PERCEPTION OF SECONDARY STUDENTS** from 20th May to 3rd July, 2014 Dissertation Proposal in favour of above named student is accepted. You're allowed to carry out field research under supervision Report to the District Education Officer (Secondary) at Moshi District Council who will be a host supervisor.

Yours truly,

pp - hysa
(L. I. Massenga)

for **DISTRICT EXECUTIVE DIRECTOR**
MOSHI DISTRICT COUNCIL
MOSHI

DISTRICT EXECUTIVE DIRECTOR
MOSHI

Copy to: District Education Officer (Secondary) - please receive her,
MOSHI DISTRICT COUNCIL

" : Mrs. Adelister Ishikaeli Kwayu, - Report to District Education Officer (Secondary)
Open University of Tanzania,
P.O. Box 23409, **DAR ES SALAAM.**

UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE



REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT



MOSHI DISTRICT COUNCIL

KILIMANJARO REGION
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Yours truly,

pp - hupfa
(L. I. Massenga)

for **DISTRICT EXECUTIVE DIRECTOR**
MOSHI DISTRICT COUNCIL
MOSHI

DISTRICT EXECUTIVE DIRECTOR
MOSHI

Copy to: District Education Officer (Secondary) - please receive her,
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" : Mrs. Adelister Ishikaeli Kwayu, - Report to District Education Officer (Secondary)
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