

**ASSESSMENT OF TEACHERS' AND PARENTS' ROLE IN
PROMOTING STUDENTS' DISCIPLINE IN COMMUNITY
SECONDARY SCHOOLS IN TANZANIA: A CASE OF
SELECTED SCHOOLS IN KILOSA DISTRICT**

**ASSESSMENT OF TEACHERS' AND PARENTS' ROLE IN PROMOTING
STUDENTS' DISCIPLINE IN COMMUNITY SECONDARY SCHOOLS IN
TANZANIA: A CASE OF SELECTED SCHOOLS IN KILOSA DISTRICT**

By

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award
of the Degree of Master of Arts in Education (MA - ED) of Mzumbe University**

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *Assessment of the teachers' and parents' role in promoting students' discipline in community secondary schools in Tanzania: A case of selected schools in Kilosa district*, in partial fulfillment of the requirements for award of the degree of Master of Arts in Education (MA Ed) of Mzumbe University.

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Accepted for the Board of Faculty of Social Sciences

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Dean of Faculty of Social Sciences

DECLARATION AND COPYRIGHT

I, **Daniel L.Kadama**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

I dedicate this dissertation to my lovely wife, Phibertha T. Mkongwa, my two sons, Allan and Harrison (Uncle Duve) and my newly born daughter, Agnes (my own mother). You are life to me, my family. I feel great when I accomplish this dissertation. I owe you much.

LIST OF ABBREVIATIONS AND ACRONYMS

- ISS - Iwemba Secondary School
- KSS - Kidodi Secondary School
- LSS - Lyahira Secondary School
- RSS - Ruhembe Secondary School
- SEDP - Secondary Education Development Programme
- URT - United Republic of Tanzania
- VEO - Village Executive Officer
- WEC - Ward Education Coordinator
- WEO - Ward Executive Officer

ABSTRACT

The study aimed at assessing the teachers' and parents' role in promoting students' discipline in community secondary schools. Specific objectives were: to explore the status of discipline in community secondary schools; to identify the measures taken by teachers to promote students' discipline in schools; to find out the measures taken by parents to ensure students'/children's discipline is promoted both at home and at school; to explore the collaboration between teachers and parents in promoting students' discipline; to investigate the challenges that teachers encounter when they deal with students' indiscipline; and lastly, to investigate the challenges that parents encounter when they deal with students' indiscipline. The study was guided by behaviour modification theory which emphasised the ways parents and teachers can apply to make students behave well in classrooms and at home. The study employed case study design adopting a qualitative approach holistically. It was carried out in some selected secondary schools in Kilosa district with a population of teachers and students' parents. The sample size of the study was sixty; thirty teachers and thirty parents. The sampling technique was purposive as only the teachers and parents were to be included in the study. Data collection methods included interviewing, focus group discussion and documentary review of letters, reports and rules and regulations as instruments. Findings revealed that the status of discipline in community secondary schools is bad. Many students engage in unsafe sexual relations, truancy, disrespect and wearing improper school uniforms. All these are acts of indiscipline. Collaboration between teachers and students' parents is not strong; it needs to be strengthened. Teachers and parents strive to take necessary measures to rescue students from immorality. The task of dealing with students' indiscipline is still very challenging to both teachers and parents. It is, therefore, recommended that teachers and students' parents should have strong and maximum cooperation to help to promote students' discipline. Teachers should become students' role models and also need to apply guidance and counseling to undisciplined students.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Growth of children in homes and schools is contributed much by parents and teachers. Sound discipline and safe environment underpins every aspect of school life. For successful teaching and learning to take place, it is essential that good discipline exists in every classroom in particular and in the school as a whole, and learners need to learn to the best of their abilities in an orderly and safe environment (Lutwa, 2014). Parents, teachers, and students share the responsibility of promoting value and standard discipline which help to establish sound behavioural codes for life and successful running of the schools (Lutwa, 2014). School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socialising, empowering and certifying students, but with the help of good teaching atmosphere.

The school is a type of service organisation vested with primary function of educating the child and the control is a problem faced by all organisations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations (Temitayo, Nayaya & Lukman, 2013). Once these rules and regulations are made, they must be enforced. On the problems, which beset secondary schools, indiscipline comes first (Temitayo, Nayaya & Lukman, 2013). Disciplinary problems dominate the issues of the day in both large and small schools both in towns and villages (Temitayo, Nayaya & Lukman, 2013). Students disobey school rules and regulations with impunity (Temitayo, Nayaya & Lukman, 2013). They have little or no respect for their teachers and even the school administration (Temitayo, Nayaya & Lukman, 2013). All parents want their children to be successful in their endeavors. School is no different! Parents want their children to learn and to be accepted by their peers and teachers. Consequently, they want their children to behave at school. Even though we may occasionally find parents who seem to interfere negatively and criticize teachers' efforts, it is safe to assume that most parents will be supportive of institutional efforts to educate their children. The

bottom line is that parents have primary responsibility for educating their children. Educators are simply offering parents their professional services educating their children (Joseph, 2013).

1.2 Background to the study

For a long time the word “Discipline” has been heard by many people in different places of the world. It is much frequently concerned with students in schools. Students’ discipline has been a matter of much concern now in most of the societies of the world. Tanzania has many community schools constructed in every ward. The school is a type of service organisation vested with primary function of educating the child and the control is a problem faced by all organisations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations (Temitayo, Nayaya & Lukman, 2013). Discipline of students is decisive for the proper running of a school. The nature and type of discipline vary from child to child, according to age and the environment of their upbringing among others. Parents start addressing discipline issues from very early age and the teacher takes over this duty as the child is maturing. This prepares the child to be personifying herself as an orderly and organised human being (Macharia, Thinguri & Kiongo, 2014).

Community secondary schools in Tanzania were established following the launching of the Secondary Education Development Programme phases I and II 2004-2009 and 2010-2015 respectively (United Republic of Tanzania, 2004, 2010). This plan outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, quality and management issues. SEDP also addresses the Government’s policy on decentralization of the management of delivery of social services, including education (United Republic of Tanzania, 2004, 2010). The schools had to be built in every ward in all districts in the country. Most of these schools are day schools that allow students to go back home to their parents after school. The students are under care of both parents and teachers every day. Discipline of students in those schools is a matter of concern (Wanja, 2014).

Students' disciplinary cases are reported in these schools as they engage in indiscipline acts such as abusive language, sexual intercourse, violence and disrespecting parents at home. Parents and teachers are the foreseers of students' discipline. Discipline of students is decisive for the proper running of a school.

1.3 Statement of the problem

Good discipline underpins every aspect of school life. For successful teaching and learning to take place, it is essential that good discipline exists in every classroom and in the school as a whole. In general, learners learn to the best of their ability in an orderly and safe environment (Lutwa, 2014). Stakeholders have the responsibility to maintain discipline in schools in terms of formulating school rules, enforcement of discipline policy, communicating effectively, monitoring of students discipline, and determining solution to students discipline problems (Lutwa, 2014).

Discipline in secondary schools particularly community secondary schools in Tanzania is part and parcel of students' learning process. School rules and regulations are applied by school management but most of the time they end up expelling students from schools and therefore the students are denied their right to education. The school rules and regulations are well stipulated in the *Kiongozi cha Mkuu wa shule* (WEMU, 2006). The teachers stay with students during the day and the parents stay with the children/students during the night and the day on weekends. These community secondary schools are different from boarding schools where the students stay at school for the whole term and at home with parents on for one month.

There have been many indiscipline cases reported to the public (Yaghambe & Tshabangu, 2013). Disciplinary problems in Tanzanian schools often include truancy, peddling drugs, drug abuse, bullying, taking alcohol, smoking, sexual affairs, abusive language and theft (Yaghambe & Tshabangu, 2013). In the Education Act of 1978 corporal punishment emerged as a tool to curb these students' misdemeanors. (Yaghambe & Tshabangu, 2013). The government of Tanzania through the ministry of Education and Vocational Training issued directives on how

to manage discipline in schools in the Education Act No. 25 of 1978 (as amended in Act No. 10 of 1995) which gives guidelines on forming school boards that would have power to make decisions on discipline/indiscipline matters in schools (URT,1995). The Act applies to both boarding government schools and community secondary schools. This study, therefore, intends to assess the teachers' and parents' role in promoting students' discipline in community secondary schools. This is because recently, there are many students who join community secondary schools as expansion of educational opportunities stipulated in the Secondary Education Development Programme (SEDP) phase I and II, 2004 and 2010 respectively (URT,2004, 2010).

The increase of the number of students (enrolment rate increase) means increasing more disciplinary cases in both schools and homes. This is because the growing incidence of discipline problems in our secondary schools today is alarming and has become complicated that most teachers find it difficult to maintain and keep their classes in order (Nwaka & Obikeze, 2010). The teachers play their role in schools and parents at home since the students/children attend schools daily from home where they stay with their parents. No study has been conducted so far specifically for teachers' and parents' role in promoting students' discipline in community secondary schools though some have been conducted on management of discipline in all schools (Mtsweni, 2008, Mikaye, 2012, Lutwa, 2014, Simatwa, 2012 & Samoei, 2012). This study is specific for community secondary schools.

1.4 Objectives of the study

The main objective of this study was to assess the teachers' and parents' role in promoting students discipline in community secondary schools.

1.5 Specific objectives

The study was aimed at achieving the following important specific objectives:-

- i. To explore the status of students' discipline in the selected schools:
- ii. To identify the measures taken by teachers to promote students' discipline in schools:-

- iii. To find out the measures taken by parents to ensure students'/children's discipline is promoted both at home and school:-
- iv. To explore the collaboration between teachers and parents in promoting students' discipline:-
- v. To investigate challenges encountered by teachers when dealing with students' indiscipline:-
- vi. To investigate challenges encountered by parents when dealing with students' indiscipline:-

1.6 Research questions

The main research question was “What the teachers’ is and parents’ role in promoting students’ discipline in community secondary schools?”

This study was set to answer the following sub-questions:-

- i. What is the status of students’ discipline in the selected schools?
- ii. What measures/efforts are taken by teachers to promote discipline in schools?
- iii. What measures/efforts are taken by parents to ensure students'/children's discipline is promoted both at home and school?
- iv. How do teachers and parents collaborate in promoting students’ discipline?
- v. What are the challenges that the teachers encounter when dealing with students’ indiscipline?
- vi. What are the challenges that the parents encounter when dealing with students’ indiscipline?

1.7 Significance of the study

This proposed study was significant as it unveiled the efforts taken by both teachers in community secondary schools and parents of the children who attend those schools to promote discipline among the students. After the efforts were unveiled the other stakeholders might learn the efforts so that they apply them in other areas. There are so many community secondary schools in Tanzania. Every ward in all districts in the country has a community secondary school. Some wards have more than one school. Also the government would be able to review some rules and regulations for schools so that every student learns to behave well and ultimately

achieve the educational goals to make an educated society. The study would, as well, help the researcher to provide some important recommendations to teachers, parents, the government and other educational stakeholders on how to promote and maintain students' discipline in community secondary schools, government boarding schools and home. The study would show its significance in education policy that would vividly stipulate issues of discipline in breadth. It is a partial fulfillment of the requirement for the award of a master's degree.

1.8 Rationale for the study

The reasons for undertaking this study were to:-

- i. Help in promoting students' discipline in community secondary schools in Tanzania. The promoted discipline among students could help them perform even better in academics as every stakeholder could feel responsible for promoting discipline among students.
- ii. Help the government in making rules and regulations that could be useful in managing students' discipline. Documentation of the rules and regulation would serve as guide to all parents, teachers, students and other stakeholders to safeguard discipline among students in all homes and schools. The government must provide guidelines to all schools and make sure that all parents are involved in the implementation of the guidelines.
- iii. Learn why most students are undisciplined both at home and school. The study was expected to provide adequate information about the reasons why some students do not behave well at home and school. If reasons were known, it was obvious that there would be some ways to help the students promote their own discipline and help others.
- iv. Find out the measures to be taken by parents and teachers to ensure that all students/children behave well both at school and home. Parents and teachers are pivotal in bringing up the children as parents are the first teachers at home and the society. Students would need to copy their parents and teachers in every good deed. At this juncture, the parents and teachers need to be role models for the students.

1.9 Scope of the study

The study was conducted in only some selected community secondary schools in Kilosa district, Morogoro region in Tanzania. The study included teachers and parents of the students in the selected community secondary schools as the population for the study data.

1.10 Limitations of the study

Limitations are unavoidable in any endeavour in life. Some are expected while others are unexpected. In research there must be some limitations. Some limitations emerged during the activity in the field. Suggestions were made on how to cope with such limitations. The limitations included the following:-

- *Financial problems:* There were inadequate funds to help the researcher to move from one place/school to another to collect data. It was expensive to compile the whole report because some typing and printing expenses were incurred.
- *Distance or geographical location of the schools* in the mentioned district that caused problems in transport facilities. It was difficult to move from one school to another due to lack of transport to different schools caused by the distance and poor infrastructure.
- *Reluctance or lack of cooperation* among some respondents to respond to the researchers' questions caused fear or failure to understand the questions. Some parents were reluctant to participate in the study fearing their security as they thought they were being investigated.
- *Some parent respondents* were not ready to be recorded during interviews because of fear.

The aforementioned limitations were addressed in the following manner:-

- Funds were acquired so as to facilitate the movements from one place to another and afford to buy and pay for everything that will be needed during the activity. The acquired funds were to be used wisely.
- Some neighbouring schools were visited and included in the study in order to reach the parents and other respondents easily.

- Reluctant parent respondents were educated and convinced to participate in the study as they were told the importance of students' discipline in their studies and life at large.
- Respondents who did not want to be recorded during interviews were assured the confidentiality that the sound recording was for researcher's reminder only and not otherwise.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter summarized some literature on the topic. Both theoretical and empirical literature reviews were done. It also includes theoretical and conceptual frameworks. Key terms were conceptualised. This was done purposefully as the requirement of research in order to identify the research gap. As the title of this proposed study reads “Assessment of the teachers’ and parents’ role in promoting students’ discipline in community secondary schools” the aim of the reviews is to find new information and bridging the knowledge gap. Moreover, it would familiarize the public and other readers of the study and about the need for promoting students’ discipline both at home and school.

2.2. Theoretical Literature review

2.2.1. Conceptualizing key terms

The terms that needed conceptualisation in this part were *discipline*, *discipline in schools* and *indiscipline*. They were important in this study due to the fact that they embodied the main theme throughout the study.

The word “discipline” is always mentioned in the school contexts and homes among human societies. There are various definitions of the term. Some were given in this chapter. The term ‘discipline’ came from the Latin word *disciplino*, which means ‘instruction’. It was also derived from other Latin words such as *discere* which means to ‘learn’, and *discipulus* which means ‘pupil or disciple’. Discipline is, therefore, to instruct a person to follow or adhere to a particular code of conduct (Thungu, Wandera, Gachie & Alumande, 2008). This means that discipline basically involves and concerns a learner who is under the teacher. The teacher should guide the learner in doing what is always right.

Discipline is the process of teaching your child what type of behaviour is acceptable and what type is not acceptable. In other words, discipline teaches a child to follow rules. Discipline may involve both punishment, such as a time out, and, more importantly, rewards. It sounds so straightforward, yet every parent becomes

frustrated at one time or another with issues surrounding children and discipline (www.webmd.com/parenting/guide).

Discipline is defined as the process of training or control, often using a system of punishment aimed at obeying rules (Bakhda, 2004). Training children to become obedient is the role of the adults. Discipline, in this study, means obeying all rules that are established by a certain society through a good control of the adults who can also apply punishments as the means to maintain good behaviours of children towards adulthood.

Discipline is training or control, often using a system of punishment, aimed at producing obedience to rules and self control (Hornby, 1995). Here discipline is about controlling the moral conduct of all people particularly the children or students in schools by the use of guidance or punishments for the purpose of threatening them so that they do not misbehave. Children are trained how to control themselves in lives and also obey the set rules of a society. Punishment may include caning, slapping, physical exercises and suspending or expelling students from schools.

The last two definitions of the concept 'discipline' seem to be exactly the same because of bearing almost the same elements which are training, control, punishment, obedience and rules. Discipline is about order, obedience and maintaining moral behaviours as accepted in accordance with the moral standards in a particular society. It involves all necessary matters that are supported by all members in a community.

Therefore, in this study, discipline can be defined as the special way of ensuring that people, especially children or students keep their own good behaviours by considering respect to themselves, others and obedience to home, school and societal rules. Additionally, control by adults is of paramount significance because they can provide training to children and sometimes they can use punishments to children to make them disciplined all the time both at home and school. In this definition, guidance and counseling are unavoidable as they contribute a lot to maintain and promote discipline.

2.2.2. Discipline in schools

School discipline is the system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom (www.edchat.blogspot.com).

School discipline refers to the use of various approaches or methods to shape character teach self-control and instill acceptable behaviour in learners. School discipline involves the regulation of learners and maintenance of order in a school (Thungu, Wandera, Gachie and Alumande, 2008).

Of importance about discipline in schools is discipline of the teachers. Most of the time the question of discipline in schools is directed to learners only while forgetting the roles of the teachers in discipline. Some explanations about managing discipline of the teachers are given in this document. This is due to the fact that some teachers in schools behave immorally before their bosses, their students and the community. It causes big disgrace to the profession.

2.2.2.1. Importance of discipline in schools

Discipline is the most important component of running an educational institution. No progress can be made without it. In a school, discipline can be assessed from the degree of academic achievement, or from behaviour. Academic discipline may mean handing homework on time, trying to do one's best being attentive in class, preparing adequately and fully for exams, and all other activities related to academic pursuits (Bakhda, 2004).

2.2.2.2. The influence of culture on school discipline

The question of culture is important in maintaining students and teachers behaviours. SEDL (2015) points out that 'alike as schools may be in many ways', each school has culture of its own and make useful approaches to making it a better school. Most of school cultures are based on values, beliefs and norms of both the school and the environment outside the school is necessary (SEDL, 2015). Therefore, school culture and that of society including worshipping, greetings, and positive attitude towards

school should be maintained because the failure of that discipline at school for both teachers and students become lowered and uneasy to control.

2.2.3. Indiscipline

Indiscipline is a deliberate refusal to do what is right and a failure to achieve stated objectives (Nyongesa, 2007). In primary and secondary schools in Tanzania most objectives are from the 1995 Education and Training Policy where school managers strive to ensure the attainment of them by ensuring no indiscipline cases in schools. However modernist scholars like Rousseau and John Dewey suggests that freedom is a key to formal education where the child is the co-partner with the teacher in the educational process and the teacher is expected to be a friend and a guide something which differs from the traditionalists who believed that discipline is achieved through fear or coercion as a result children obeyed out of fear of punishment and become passive. Obeying without fear therefore ensures self-control, self-direction and self-reliance of children.

2.2.3.1. Types of indiscipline

Nyongesa (2007) identifies two types of indiscipline; the first is *individual indiscipline*. This involves a single individual doing something wrong to others like a student who steals other fellows' properties such as ruler, books and others. The second type is *collective indiscipline*. This is an action which involves more than one person such as strikes at school due to poor condition of food given.

2.2.3.2. Forms of indiscipline

There are two forms of indiscipline; *negative* and *positive* (Nyongesa, 2007). When a person purposefully refuses to do something out of defiance or spite, this is negative indiscipline. For example, instead of listening resolution from head of school about students' strikes for poor quality food, they fight against the head of school. When a person willingly engages in an activity, but does not fulfill the intended objective, that is positive indiscipline. During class hours for example, students may spend most of their time roaming around the school compound instead of studying in class especially after break time.

2.2.4. Causes of indiscipline

Nyongesa (2007) discusses the following causes of indiscipline:

- *Lack of communication*: Information withheld for a long time may cause problems. The school head that changes a diet in boarding school for example without explanation can cause students to go on strikes. Information is power. When people lack necessary information timely, it is likely that misconduct will emerge because they do not have preliminary information. They become angry and then start behaving immorally. Other examples are decision making in schools without knowledge of students especially in increase of school/tuition fees. Students may start sabotage of the school properties only because they were not told before about the fee increase.
- *Idleness also causes indiscipline*: Therefore workers and students should be kept busy to remove the chance of misbehaving. There is an English saying that goes *an idle mind is the devil's workshop*. It has been observed that when human beings remain without work they start thinking about other things that may not be good. A good example of this is alcoholism or *Marijuana* smoking. Sometimes they sit in groups and plan theft or robbery or conflicts. It becomes very hard to know the thoughts of an idle person or idle people.
- *Unsatisfied needs*: An incompetent teacher in a certain subject for instance may be thrown away the classroom by students because they are not satisfied by service given by the teacher. Often, dissatisfied people protest. Sometimes, protest causes indiscipline. For example, students in schools may strike because of the poor foods provided. It has happened that some students are not satisfied with the provision of beans for a week and instead they need meat and vegetables. Children may misbehave at home towards their parents only because the parents deny them necessary services such as foods, clothes, shoes and school uniforms.
- *Conflicts between home and school rules*: The school head should be careful on interference of school rules with those at home. For example, while greetings by students to teachers and parents are necessary at school, at home

due to cultural differences may not be an issue. The conflicts may make the children confused and hence indiscipline. There is need for parents and teachers to meet for harmonization of the rules so that discipline is promoted well.

- *Deviant habits including engaging in sexual intercourse activities:* At adolescence, children may feel that they can test adulthood. They begin establishing sexual relationships between boys and girls. This is indiscipline among them. If the children are left the way they misbehave, chances are that indiscipline will become persistent. Sexual intercourse activities particularly at tender ages lead to early pregnancies and unwanted misbehaviours. It is observed that children who engage in these activities lack respect to their age mates and adults, parents and teachers inclusive.
- *Peer influence:* A group may indulge in bad habits such as abnormal drinking, smoking and drugs. Children or students have power to influence one another to act contrary to the established rules of schools and homes. Always peers may have bad plans for example to cause violence in schools or home. This is total indiscipline.
- *Bad examples from teachers:* If teachers use abusive language, dress unmannerly, come to school late cause also students to do the same due to fact that teachers are role model. The role of the teachers is to teach and train students to become good adults in future. Their good examples in every aspect are highly needed. Children learn well from their teachers. Some students come to school late deliberately and when they are asked to give reasons they say that their teachers come to school and class late.
- *Outdated traditions such as standing up when a teacher enters the classroom:* In some societies this is still considered to be a means to train and control students' discipline. When students stand for greetings they are believed to be obedient and disciplined. This behaviour is maintained well for better upbringing of the students. In other societies, standing up can be seen to be

torture or any other kind of punishment. Students get disgusted and eventually embrace indiscipline.

- *Marital problems*: This can also cause indiscipline among students or children both at home and school. Some parents divorce and therefore children may stay with on a single parent, be it father or mother. Many times it has been seen and observed that some students who stay with a single parent have indiscipline. They lack complete parental care. Due to lack of this care and other marital problems children or students engage in indiscipline.

Thungu, Wandera, Gachie and Alumunde (2008) stated the following causes of indiscipline:

- *Lack of environmental stimuli which impairs the learner's learning*: For example, where a student study with hunger the whole day may develop habits of stealing food to parents' farms around the school such as cassava.
- *Frustration*: This can be caused by social, economic and psychological factors which may result into poor academic performance. In societies, some of the students or children get frustrated due to family economic hardships, social unrest and mental disturbances. When they experience all these problems they opt for indiscipline as a way to get pleasure in their lives. Children see their parents quarrelling every day in front of other people therefore this makes them cruel and brutal in their lives. They begin misconduct both at home and school.
- *Lack of parental guidance*: Some parents do not have adequate time to take care of their children at home. Children lack parental guidance as they engage in unwelcome acts in societies and schools. Some other parents are bad models to their children because they teach them bad behaviours such as drinking alcohol in clubs and bars. Some children do the same while thinking that it is accepted because their parents do. Some of the parents see their children misbehaving but they do not warn or punish them.

- ***Crisis during adolescence:*** It is often caused by lack of ability to cope with this stage like diseases or death of someone who was important to the learner. It is a very critical stage in life that needs great care of the teachers and adults. Children in teens fall into misconduct as they enter the world of confusions and other challenges. Others engage in smoking, alcoholism, sexual intercourse and other sorts of misbehaviour. At this stage or period they try every kind/fashion of clothes to look the way they wish. They dress improperly as girls wear miniskirts and boys loose waist trousers.
- ***Teachers' inefficiency:*** This leads to poor handling of students in classrooms and schools. If teachers are inefficient and ineffective in teaching and management their students will obviously engage in indiscipline. For example, if teachers do not punish the students who insult others everyday then the students will definitely become stubborn and proud of their bad behaviours. Likewise, if the teachers cannot teach well using modern teaching methods in classrooms students can misbehave with negligence and scorn.

2.2.5. Dealing or minimizing indiscipline in schools

Thungu, Wandera, Gachie and Alumunde (2008) discussed two common methods of reducing indiscipline in school as follows:

i). Punishment

The punishment discussed here is *corporal punishment* though there might be other punishment as discussed earlier. Corporal punishment has been traditionally considered a crucial tool for disciplining students until the initiation of Universal Declaration of Human Rights which ignored the use of corporal punishment in schools.

However, in Tanzania main land the punishment was not completely abolished as URT (2002b) cited in HakiElimu (2011) state 'corporal punishment may be administered for serious breaches of school discipline or grave offences' The corporal punishment regulations are found in Government Notice No.294 of the 2002 amendment to the Education Act. To put in short, it explain that the punishment is

based on striking a student 'on his hand or on his normally clothed buttocks with a light, flexible sticks'. It is also administered for 'serious breaches' or 'grave offences,' to a 'reasonable' extent, and shall not exceed four strokes'. Only headmasters, or other teachers with the headmaster's written approval, may administer such punishments, and female students may only receive corporal punishment from female teachers, unless none are present and finally all incidents of corporal punishment must be recorded (HakiElimu, 2011). However to continue using this method is still debatable in some nations though all in all the method has been crucial in shaping children behaviours.

ii). Reward

When rewards are used as technique for ensuring discipline in schools, they act as symbols of approval from the authority and are used to control and motivate good learning (Nyongesa, 2007). There are two types of rewards; *intrinsic* and *extrinsic*. While intrinsic rewards are non material rewards including incentives such as praise, increased freedom, promotion, love, recognition and respect for further growth, extrinsic rewards refers to material rewards including prizes such as trophies, money and medals are given on the basis of results rather than the efforts made by the recipient (Nyongesa, 2007). However rewarding a teacher or student towards their achievement is something good on one side but sometimes cause negative effects as may work for seeking prizes and not for duty's sake. Therefore, it is advised not to reward everything especially the extrinsic rewards, intrinsic rewarding to a certain degree is good for rewarding.

2.2.6. Consequences of mismanaging discipline in schools/Indiscipline

Managing discipline in schools needs commitment of the school managers and other stakeholders. If they are not committed, there will be indiscipline. The following are the consequences of mismanaging discipline in schools: -

- *Poor academic performance in schools:* Students will always think of misbehaviours and forget about academic excellence. Better academic performance needs high concentration both at home and school. If this is not considered, no students will perform well. They say better academic

performance is well supplemented by good discipline. A student with good discipline often understands lessons and eventually passes his examinations. On the contrary, the one who has no discipline performs poorly.

- *Students' loss of desire to study hard:* Students need desire and determination to study and understand their lessons, failure of this is nothing. Those who dwell in indiscipline find it wastage of time to concentrate on studies. For example, students who involve themselves in sexual intercourse activities want to spend much of their time in the same activities and therefore they lose desire or need to study hard.
- *Destruction of the school properties during strikes:* Students' strikes are usually destructive. Students can go on strikes when they find that they are dissatisfied with the services provided in schools or the school management ignores them. They do not obey the school rules and regulations and therefore destroy school properties and also beating teachers and other students during strikes. Students who have no discipline do not pay heed to the words of the teachers. They only act violently.
- *Disobeying teachers and parents:* Disobedience is very obvious among students/children who have no discipline. They do not obey teachers at school and parents at home. If teachers do not emphasise the adherence to the school rules and regulations by students, disobedience will prevail. The parents need to strengthen discipline among children at home; failure to do this the children will do whatever bad they wish to.
- *Early pregnancies among girls:* This is obvious with the practice of sexual intercourse at tender age. Students can indulge in the practice if the teachers and parents do not tell them the consequences of the same. The girls become pregnant early if they do not want to hear what their parents and teachers guide them to do or not to do.
- *Misuse of resources:* The resources are such as capitation grants, development funds in school. This can be done by school heads. Resources

should be utilized with great discipline. If there is no discipline in the utilization and management there will remain nothing.

- *Cheating in examinations:* This is done by students in schools: There are special examination rules and regulations in schools that every student must learn and adhere to. Disobedient students who have no good discipline begin cheating in examinations by either using unauthorized materials or looking at other students' works in the examination rooms.

Parents, Kids, and Discipline

Every parent wants their children to be happy, respectful, respected by others, and able to find their place in the world as well-behaved adults. Nobody wants to be accused of raising a spoiled brat. But sometimes it seems that these goals are miles away from your child's current behaviour. Parents should learn barriers to good behaviour, effective discipline techniques, and when to get help for dangerous behaviour patterns.

2.2.7. Challenge of Establishing Discipline

Your responsibility as a parent is to help your child become self-reliant, respectful, and self-controlled. Relatives, schools, churches, therapists, health care professionals, and others can help. But the primary responsibility for discipline rests with parents.

This is big challenge. Parents should take a look at their current parenting style and how they use discipline. The American Mental Health Association describes three styles of parenting:

- **An authoritative parent** has clear expectations and consequences and is affectionate toward his or her child. The authoritative parent allows for flexibility and collaborative problem solving with the child when dealing with behavioural challenges. This is the most effective form of parenting.
- **An authoritarian parent** has clear expectations and consequences, but shows little affection toward his or her child. The parent may say things like,

"because I'm the Mommy, that's why." This is a less effective form of parenting.

- **A permissive parent** shows lots of affection toward his or her child but provides little discipline. This is a less effective form of parenting. (www.webmd.com/parenting/guide)

2.2.8. Strategies for parents to deal with their children's discipline

As parent, one has to bear the sole responsibility for disciplining his children, shaping their behaviour, and helping them make good choices, day in and day out. He cannot count on having someone else there to back them up or to help them choose the most appropriate consequences when disciplinary action is needed. So in order to make quick, sound decisions, he will need to develop a "tool kit" of effective child discipline strategies to choose from. The following strategies, used within the context of a loving parent-child relationship, will help them have a positive influence on their children's behaviour:

1. Establish a Set of House Rules

Testing your limits is a healthy part of your children's growth and development. In order to be an effective disciplinarian, you need to have a game plan in place *before* they misbehave. Create a set of 3-5 child discipline rules that apply in all situations. These are the "house rules" that apply at all times (even when you're not home). In addition, taking the time to occasionally review these ground rules together will reinforce your expectations and help raise your children's awareness of their behaviour.

2. Use Praise to Your Advantage

Genuine praise has a powerful effect on your children's behaviour, as well as their overall self-esteem. Regardless of how cavalier your children may appear, they actually crave your approval and the acknowledgment of their achievements. This includes their efforts to work hard at following your directions, as well, so make a point of telling them that you noticed. Seek out opportunities to praise them each day.

3. Develop a Firm and Serious Tone of Voice

It's important for us, as parents, to realize that raising our voices, or yelling, only teaches our children to tune us out. Instead, develop a serious tone you can turn on when you want your kids to know you mean business. This voice is likely a notch or two lower than your regular speaking voice. It is especially effective to turn on this "firm" voice when you're issuing a warning.

4. Set Boundaries

At times, our children misbehave because they want us to tell them where "the line" is. Communicating a boundary tells your child that you believe they are capable of managing their own behaviour within a certain context. For example, you might say, "You're welcome to play outside, but you must stay in the backyard." Setting boundaries reinforces our expectations and sends a message to our kids that we believe they are capable of doing what we ask.

5. Redirect/Separate

Sometimes the most appropriate child discipline response is simply redirecting your child's attention. This is especially helpful when you're dealing with sibling rivalry or young children who are expressing their own curiosity, as opposed to directly disobeying your directions. For example, if you don't want your toddler to push the buttons on your keyboard, redirect his or her attention to a different, age-appropriate toy to play with. "Disciplining" your child in this way provides a new opportunity to successfully behave.

6. Ignore It

Sometimes you can simply ignore misbehaviour and your child will learn to modify it on his or her own. For example, if your child is whining in the grocery store, try saying "I can't hear you when you're whining," and then truly ignore them until the whining stops. Before long, they'll realize that the best way to maintain your attention--which is what they want!--is to curb that unpleasant whine.

7. Time Out

Time Out can be an effective child discipline strategy. It means simply removing your child from the situation for a period of time. Select a location, such as a special chair, to be your Time Out spot. The general rule of thumb is one minute of Time Out per year of age. For example, a three-year-old would be in Time Out for three minutes. The main key to using this strategy effectively is to avoid engaging your child in conversation during the Time Out! You may also find it helpful to use a kitchen timer to count the minutes for you.

8. Loss of Privileges

Removing privileges is another powerful child discipline tool. When your children begin to outgrow the effectiveness of the traditional Time Out strategy, you can begin putting toys in Time Out. As children grow, this might change to removing video game privileges or even restricting the privilege to wear favorite items of clothing. You would be surprised by how effective this strategy can be! In addition, it is helpful to reinforce the distinction between "privileges" and "rights" as you employ this strategy.

9. Natural Consequences

Sometimes it is best just to let the natural consequences of your child's actions speak for themselves. If your pre-teen gets detention at school for talking back to the teacher, don't intervene and try to arrange for a more convenient punishment. Instead, allow your child to experience the unsettling result of the natural consequences. Sometimes that is the best "lesson" in itself.

10. Behaviour Modification

Behaviour modification is when you help your child become aware of certain behaviour by noting their progress on a chart or calendar. For example, if you want your children to take more responsibility for brushing their teeth, you might post a behaviour modification chart in the bathroom where they can add a check mark each time they remember. You might agree that after ten check marks, they will receive a special treat or reward, such as going to the park or playing a game together. As a

child discipline tool, behaviour modification can be a powerful option to store in your "tool kit" of effective discipline strategies. (www.singleparents.about.com).

Bell cited in Temitayo, Neyaya and Lukman (2013) identifies the following theories to form a comprehensive discipline strategy for an entire school or particular class: positive approach, teacher effectiveness training, appropriate school leaving theory and educational philosophy, detention, suspension or temporary exclusion, exclusion or expulsion, deprivation of privilege, moral punishment, self government, praise and blame, rewards and punishment.

Gorret (2010) quotes Nsubuga who observes that the extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft, involvement in violent strikes and the like. Involvement in such activities would automatically deprive a student of time to concentrate on academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's performance. Since Burden cited by Gorret (2010) notes that teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well.

It is clear that student's behaviour is formed from childhood, which is a role of parents. Besides this, when students behaviour at school is questionable, the school administration normally involves parents to either punish, advise or form the students' character with regard to school norms and rules. Parents' cooperation may help to direct students to bring order which is a characteristic for effective teaching and learning leading to improvement in academic performance (Gorret, 2010)

Theoretical framework

The study was guided by the behaviour modification theory (Bechuke&Debeila, 2012). The theory emphasises the ways that teachers and parents can apply to make their students/children to behave well in classrooms and school. Bechuke and Debeila (2012) state that behaviour modification by Skinner is one of the ways of moulding all children to conform to societal rules by use of standard punishments

and rewards. This places prediction as a core process. The techniques suggest that specific rewards and punishments will yield predictable results in the behaviour of children. As such, behaviourism suggests a system that will modify children behaviour to comply with prescribed norms. Miltenberger (2008:5) in Bechuke and Debeila (2012) indicates that behaviour modification is the field in psychology concerned with analysing and modifying human behaviour. Analysing means identifying the functional relationship between environmental events and particular behaviour to understand the reasons for behaviour or determine why a person behaved as he or she did. Modifying means developing and implementing procedures to help change an unwanted behaviour. It involves altering environmental events so as to influence behaviour. Behaviour modification procedures are developed by professionals and used to change socially significant behaviours, with the goal of improving some aspect of a person's life.

Teachers and parents of students must make sure they learn and handle behaviour modification of their children with great care due to the fact that they act on various external environments. They adapt to different behaviours of other people they meet. The theory can be useful to all parents and teachers because they stay with the students/children who change biologically and socially every day. Students' behaviours may act as the indicators of wisdom or misconduct in school and the general society. The theory relates to this study because it contains the facts that the parents and teachers can learn to rear their children. Teachers and parents are busy all the time to modify the behaviours of children.

2.3. Empirical Literature review

This part discussed previous studies on promoting students' discipline or related theme. Various researchers conducted studies on the way teachers and parents deal with students' discipline by managing and maintaining it. Several studies were reviewed to find and establish the knowledge gap.

Alidzulwi (2013) conducted a study in Nigeria on management of disciplinary problems in secondary schools. The study had such objectives as identifying the types of disciplinary problems that were being experienced in Jalingo secondary

schools, the causes of disciplinary problems that were being experienced in those schools and the means of managing disciplinary problems in the said study area. The study area had school management population of one hundred and fifty, four hundred and fifty teaching staff and a population of five hundred and seventy four non-teaching staff. It was a quantity survey. The study stresses parental/home factor as the cause of indiscipline among students. It further stresses that parents are not involved in the education of their children, causing poor results, high dropout rates and the absence of discipline in schools. Political, school environment, curriculum and peer group were considered as causes of disciplinary problems.

Garegae (2008) conducted a research on the crisis of students' discipline in Botswana schools and impact of cultural conflicting disciplinary strategies. The study explored teachers views about approaches to discipline experienced in Botswana schools and level of discipline in term of policy and practice. Twenty teachers who had been in a school for eight years were interviewed. The study shows that teachers feel disempowered by school discipline regulation and students take advantage of such regulation to undermine teacher's authority. The study further showed that the level of students discipline in Botswana schools has expanded because culturally inappropriate strategies of managing discipline are employed.

A study by Emmaculate (2010) on the effects of teachers' leadership role on students' discipline in secondary schools the teacher was looked at as a role model. The objectives of the study were to find out the effect of teachers' in and outside pedagogical aspects on students' discipline in Wakiso secondary schools, teachers' supervisory roles on the discipline of students and teachers' planning roles on the discipline of students. The area of study was Wakiso district where students' discipline had been presented as a challenge to school administrators. The study used (included) review of reports and documents, questionnaires and interviews to collect data. Consideration was put on teachers' dress code, teacher receptiveness, provision of a conducive teaching and learning atmosphere and application of variety of pedagogical approaches. This study revealed that proper 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. Results revealed that teachers have well kept records and they often checked on students' presence and attendance by roll-calling. However, it was further revealed that although teachers endeavoured to conduct roll-calls, they were not very effective as commented by one of the students that they could respond for their friends since teachers did not know them keenly and yet on other occasions it was done by prefects who could be lenient to their fellows. But all the same record keeping was found very crucial among secondary school supervision.

Wanja (2014) conducted a study on the role of parents in resolving students' discipline problems in public day secondary schools in Kikuyu. The objectives of the study, among others, were to determine the common forms of indiscipline among the students in public day secondary schools in Kikuyu Sub County, Kiambu County, to find out the role parents play in resolving discipline problems of their children in public day secondary schools Kikuyu sub County, Kiambu County, and to determine the parenting styles/practices used by parents in resolving discipline problems of their children. The area of study was Kikuyu sub county, Kiambu County which is largely a small scale farming region affected by strikes and indiscipline. Questionnaires and interviews were for data collection. In this study it was found that communication between parents, school teachers and pupils was found to be inconsistent. He further comments that parents perceived their role as "external" to the school environment with respect to addressing issues of indiscipline. It was observed that a gap existed between internal roles and influences (teaching staff) and external roles and influence (parents) and the strategic links that could be made to provide an approach to addressing pupil behaviour from both parties. The study showed that the home environment had an impact on the discipline of the child. Students, who were victims of some indiscipline behaviour, did so because of some personality differences which were a reflection of ineffective socialisation, particularly at puberty stage. Violent attacks on others and challenge to authority was most likely a result of lack of inbuilt discipline traits in the learners because the

parents did not instill a culture of discipline at the tender age of childhood, for according to Njoya (1980) as cited in Wanja (2014), “the parent mediates security, health, justice, order, knowledge, affection and peace”.

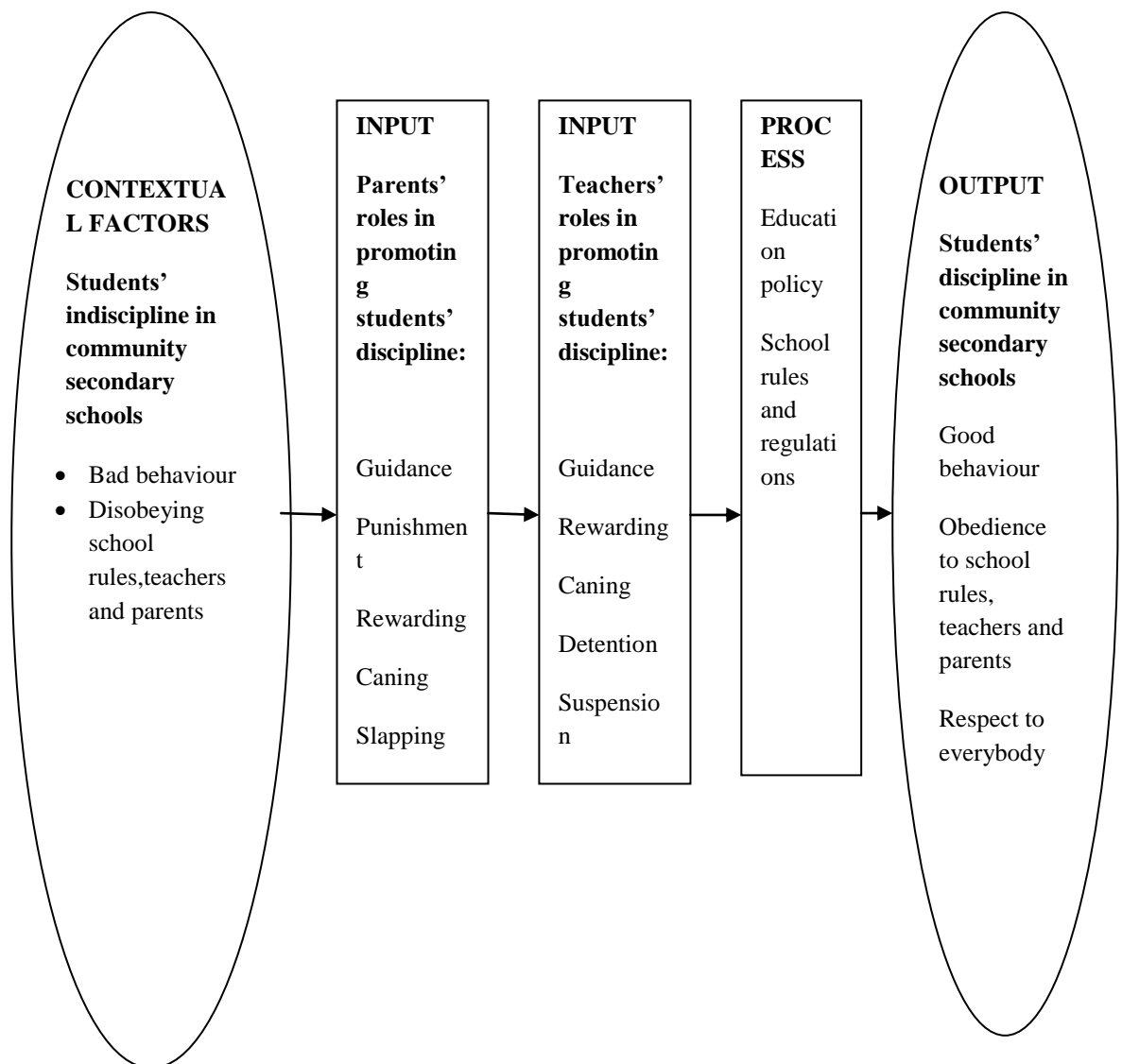
The reviewed literatures show that the studies were conducted in Botswana, Kenya and Nigeria respectively. They explain the roles of teachers and parents in managing students’ discipline. The parents are responsible for training their children at home and the teachers are urged to become role models to their students so that they can perform well in their studies. The study by Geregae (2008) which was about the crisis of students discipline in Botswana schools and impact of cultural conflicting disciplinary strategies was different from that of Emmaculate (2010) on the effects of teachers’ leadership role on students’ discipline in secondary schools where the teacher was looked at as a role model. The difference was noted to be the use of culture in maintaining discipline and the role of the teacher in showing and guiding students on good discipline on the other hand.

The aforementioned studies differ greatly from the study by Wanja (2014) which was on the role of parents in resolving students’ discipline problems in public day secondary schools in Kikuyu. This was about the role of parents in the students’ discipline. The role of parents is very significant in raising children with good discipline. This study is closely related with the proposed study in the sense that they both need to address the parents’ role. All the studies that have been reviewed are significant and gave new knowledge. The knowledge gap that is found in the reviewed literatures is that no challenges which parents and teachers face in promoting students’ discipline in schools are shown explicitly. This is due to the fact that there is no specific study with the same theme conducted in Tanzania. This proposed study seeks to explore the status of students’ discipline and the teachers’ and parents’ role and challenges in managing discipline specifically in community secondary schools in Tanzania.

2.4. Conceptual framework

Figure 2.1 presents the conceptual framework of the study.

Figure 2.1: Conceptual framework



Source: Author's construct (2015).

Figure 2.1 shows how the teachers and parents in community secondary schools can play their parts in ensuring that students' discipline is in order. If it happens that teachers provide proper guidance to students, punish, reward, detain, suspend and expel the undisciplined students it will be possible that they will learn the good ways

of behaving well and therefore their discipline will be promoted. The parents as well will become successful if they try the guidance at home. Punishing indiscipline for them will make their children's discipline promoted. Moreover, if there is a good collaboration between parents and teachers to promote students' discipline in community secondary schools, the students will behave very well all of the time. Education system in Tanzania is controlled by Tanzania education and training policy which stipulates everything about education and training. It also stipulates Acts for management of education. Among the Acts is the Education Act No.25 of 1978 (as amended in Act No.10 of 1995) that includes school rules and regulations that all students and school management should adhere to. The policy, rules and regulations help to make students disciplined.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the ways on how the study was conducted, how data was collected and analysed and the design used are shown. These included research approach, research design, study area, unit of analysis, target population, sample, sampling design, data collection methods, research instruments, data analysis plan and ethical consideration.

3.2 Research approach

This study adopted a qualitative approach. This is because it required explanatory data on the roles of teachers and parents in promoting students' discipline in community secondary schools. The approach was suggested as data were collected more about feelings and opinions of the respondents.

3.3. Research design

The research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary, Jacobs, Sorensen & Razavieh, 2010). Research design is plan on how this study will be conducted or how an investigation will take place. The study design is case study employing qualitative approach with descriptive design because the study was conducted in only four selected schools as the study cases. There were some descriptions on the roles of teachers and parents in promoting students' discipline in community secondary schools in selected schools in Kilosa district. The study was holistically concentrated on the selected cases and the results could be generalized.

3.4. Study area

The study was conducted in some selected community secondary schools in Kilosa district, Morogoro region. The district is in the South-East of Morogoro region. The place was selected because it has community secondary schools that most of them have no students' hostels. Most of the students stay at home. They go to school every day and go back home to their parents. Some students in some places stay in hostels.

Data accessibility, nature, researcher's experience and incidence of the problem necessitated the need for the study in the area. It did not include all community schools and government boarding secondary schools in the district and the region.

3.5. Unit of analysis

Individual teachers and parents of students who attend the selected community secondary schools in Kilosa district were consulted for providing data for the study. They were expected to provide positive cooperation in the whole process of data collection. In this study students were not involved because they were the ones to be reared by teachers and parents. Only teachers and parents were the study respondents. They were required to explain their role in promoting students' discipline.

3.6. Target population

The target population of the study included teachers in selected community secondary schools and the parents who have the children attending the selected schools. They were targeted because they were the reliable sources of information on the ways they deal with their students'/children's discipline. This study did not include people who do not have children attending the selected community secondary schools. Students were not among the population of the study due to the fact that teachers and parents are responsible for raising them in good discipline.

3.7. Sampling design

3.7.1. Sample size

The study had a sample of thirty teachers and thirty parents from the selected schools. This sample size was enough for the study in order to obtain the required data on promoting students' discipline. The sample size was representative of other teachers and parents of students because it was expected that they would give the same required information about students' discipline.

3.7.2. Sampling technique

The study applied purposive sampling technique because the only targeted subjects were some thirty teachers and thirty parents of students who attend the selected

schools. It was believed that the respondents would provide the required data. It was the purpose of the study to obtain information from the representative teachers and parents only.

3.8. Data collection methods and research instruments

Both primary and secondary data collection methods were fully employed to collect data for the study. Primary data collection methods that were applied included interviewing and focus group discussion. The instruments that were used under this category included the interview schedules. Secondary data collection method employed was document analysis. The instruments used for analysis were reports, policies, letters, guidelines and circulars.

3.8.1. Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral verbal responses (Kothari, 2004). Interviews are used to gather data from people about opinions, beliefs and feelings about situations in their own words (Ary, Jacobs, Sorensen & Razavieh, 2010). They are used to understand the experiences people have and the meaning they make of them rather than to make hypothesis. Semi-structured interviews were conducted with the respondents, in this case, the teachers and parents of students in the selected schools so that they provided the required data. The interviewer might modify the format of the questions during the interview process. During the interview process data were captured using note books and sound recorders.

3.8.2. Document analysis

Document analysis or content analysis consists of analysing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed (Kothari, 2004). In this study, the analysis was done on reports, letters and circulars because they might contain necessary information about handling discipline issues in schools. Other documents that were analysed were the rules and regulations with their effect on students' discipline.

3.8.3. Focus group discussion

Focus group discussion is a way of collecting data with a group of people, about five or six, small enough that everyone can take part in the discussion but large enough to provide diversity in perspective (Ary, Jacobs, Sorensen & Razavieh, 2010). The focus group discussions were held with some groups of parents and teachers. Groups had five or six people respectively. It was found that their participation in discussions together produced a vast amount of data due to differences in opinions and experiences. Every member in a group was given equal and enough opportunity to air their views. It is also a free, open and convenient way of collecting research data. Data were captured by using note books and sound recorders during the discussions.

3.9. Data analysis plan

Data were analysed qualitatively by reducing texts or transcriptions, documents and notes from the analysed reports. The texts or transcriptions were acquired from the interviews that were held between the researcher and the interviewees. Coding, memoing and finally conclusion were drawn from the analysed data. Important data that was seen during analysis were included and categorized. The data that was not important were left out. The same involved focused group discussions.

Table 3.1: Summary table of data collection

S/ N	Research Question	Type of data	Source of data	Data collection methods	Data cleaning and processing techniques	Data analysis techniques
1.	What is the teachers' and parents' role in promoting students' discipline in community secondary schools?	Teachers' and parents' responsibilities in promoting students' discipline	Parents and teachers; Education circulars	Interviews and focus group discussion	Coding, editing, memoing and transcribing	Content analysis, reducing
2.	What is the status of students' discipline in the selected schools?	State of students' discipline; Is there good or bad discipline among them?	Teachers Reports	Interviews and document analysis	Transcribing and editing	Content analysis
3.	What measures/efforts are taken by	Efforts taken by teachers to promote	Teachers Reports and	Interviews and document	Coding and transcribing	Content analysis, reducing

	teachers to promote discipline in schools?	students' discipline	letters; Rules and regulations	analysis		and synthesizing
4.	What measures are taken by parents to ensure that students' discipline is promoted both at home and at school?	Efforts taken by parents to promote students' discipline	Parents	Interviews and focus group discussions	Coding and transcribing	Content analysis and synthesizing
5.	How do teachers and parents collaborate in promoting students' discipline?	Positive or negative collaboration; ,meetings, parent-teacher associations, not working together	Parents and teachers	Interviews , focus group discussions	Coding, transcribing and editing	Content analysis
6.	What are the challenges that the teachers encounter when they deal with students' indiscipline?	Challenges/Things that hinder teachers' efforts	Teachers Reports	Interviews	Transcribing and memoing	Content analysis and reducing
7.	What are the challenges that parents encounter when they deal with students'/children's indiscipline?	Challenges/Things that hinder parents' efforts	Parents	Interviews and focus group discussions	Transcribing , editing and coding	Content analysis

3.10. Ethical considerations

Before and during the study the following issues were highly considered in order to keep research ethics:-

- i. Sought an introduction letter from Mzumbe University that was used for introduction for smooth data collection. The letter was headed **To Whom It May Concern.**
- ii. Sought permission from heads of selected secondary schools to allow data collection exercise.
- iii. Maintained anonymity by ensuring those names and other respondents' personal particulars might never be disclosed to anyone. Every information about the respondent should be kept unknown to others.

- iv. Requested respondents politely to participate in interviews or focus group discussions without force, money or other promises to convince them to participate.
- v. Kept everything about the interviews with the respondents confidential. Only the objective findings of the research would be disclosed.
- vi. Avoided asking embarrassing questions to the respondents.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the findings that were obtained from data that were collected from the field. The chapter has two parts namely, respondents' demographic characteristics and the findings. The findings are based on the study objectives which are to explore the status of students' discipline in the selected schools, identify the measures taken by teachers to promote students' discipline and to find out the measures taken by parents to ensure students'/children's discipline is promoted both at home and school. Others are to explore the collaboration between teachers and parents in promoting students' discipline and to investigate the challenges that teachers encounter when they deal with students' indiscipline. The last objective is to investigate the challenges that parents encounter when they deal with children's indiscipline.

4.2. Respondents' demographic information

In this section information is given about the respondents' sex, age, education, school and ward for both teachers and parents and work experience of the teachers in respective schools. The significance of the mentioned demographic characteristics lies in the fact that the readers may associate the validity and reliability of respondents' data with their sex, age, education level, ward, school and teachers' experience.

4.2.1. Respondents by sex

Table 4.1 presents the number of respondents by sex, for both teachers and parents. Information on respondents by sex is valuable because men and women have their necessary roles to play in the promotion of students' discipline. Table 4.1 shows that 20 (33.3%) male teachers and 10 (16.7%) female teachers out of 30 participated in the study. On the other hand, 13 (21.7%) male parents and 17 (28.3%) female parents out of 30 were fully involved in the study.

Table 4.1: Respondents by sex

Category of respondents	Sex	Frequency(N=60)	Percentage (%)
Teachers	Male	20	33.3
	Female	10	16.7
Parents	Male	13	21.7
	Female	17	28.3
Total		60	100

Source: Field work (2016).

It was very important to categorise the respondents by sex as there was necessity of evaluating how men and women perceive discipline of students and know the importance of follow-up to the students/children. 20 (33.3%) male teachers outnumbered the female teachers who were only 10 (16.7%). This was due to the availability of the teacher respondents in schools during the study.

4.2.2. Respondents by Age

Table 4.2 presents the frequencies of the respondents by their ages. Age is the period of time that someone has been alive or something has existed (Woodford & Jackson, 2003). Information about age of respondents in this study helped a lot in the search for data necessary for promotion of students' discipline. It was, without doubt, expected that the teachers and parents who are older (above the age of thirty four years) than others could help to provide very important information about students' discipline both at home and school. Psychologically, age is always in line with mental maturity of human beings.

Table 4.2: Respondents by age

Category of respondents	Age (years)	Frequency (N=60)	Percentage (%)
Teachers	27-34	19	31.7
	35-40	6	10
	41-45	2	3.3
	46-50	2	3.3
	50- above	1	1.7
Parents	35-40	5	8.3
	41-45	9	15
	46-50	12	20
	50-above	4	6.7
Total		60	100

Source: Field work (2016)

The categories of age were 27-34, 35-40, 41-45, 46-50 and above 50 for teachers and 35-40, 41-45, 46-50 and above 50 for parents. Table 4.2 indicates that out of 30 teachers, 19 (31.7%) teachers were in the age group of 27-34, 6 (10%) were in the age group of 35-40, 2 (3.3%) teachers were in the age group of 41-45, 2 (3.3%) teachers were in the age group of 46-50 and 1 (1.7) teacher was above 50 years of age. Likewise out of 30 parents, 5 (8.3%) parents were in the age group of 35-40, 9 (15%) parents were in the age group of 41-45, 12 (20%) parents were in the age group of 46-50 and 4 (6.7) parents were above 50 years of age. Therefore, the bigger numbers of respondents according to age in the study were 19 (31%) teachers in the age group of 27-34 and 12 (20%) parents in the age group of 46-50.

4.2.3. Respondents by education level

Table 4.3 presents the levels of education of both teacher and parent respondents. During the study in the field, information about respondents' education was also needed. Levels of education could be useful in the importance of promoting students' discipline. Sometimes, the level of education one has attained contributes a lot in maintaining good discipline though not all the time.

Table 4.3: Respondents by education levels

Category of respondents	Education level	Frequency (N=60)	Percentage (%)
Teachers	Diploma in education	9	15
	Bachelor's degree	20	33.3
	Master's degree	1	1.7
Parents	None	2	3.3
	Primary education	18	30
	Secondary education	8	13.3
	Post-secondary education	2	3.3
Total		60	100

Source: Field work (2016)

Bigger number of teachers who were interviewed had attained their diplomas and Bachelor's degrees in education. Table 4.3 indicates that out of 30 respondents 9 (15%) teachers possess diploma in education certificates, 20 (33.3%) teachers possess bachelor's degree certificates and 1 (3.3%) teacher possesses a Master's degree certificate. This shows that they possess the required qualifications for teaching and keeping good discipline of the students. It is also indicated that out of

30 parents, 18 (30%) parents attended only seven years of primary education, possessing primary school leaving certificates, 8 (13.3%) parents got secondary education, and 2 (3.3%) parents attained post secondary education and the remaining 2 (3.3%) did not get formal education. They could neither read nor write.

4.2.4. Respondents by school and ward

Table 4.4 presents the distribution of the respondents by school and ward. Respondents to this study were also categorized according to schools that their students/children attend or wards that they live. The study was conducted in four secondary schools that are located in three wards. The schools were Kidodi secondary school (KSS) and Lyahira secondary school (LSS) at Ruaha ward, Iwemba secondary school (ISS) at Kidodi ward and Ruhembe secondary school (RSS) at Ruhembe ward. Table 4.4 indicates that out of 30 teachers who were involved in the study 9 (15%) teachers were at Kidodi secondary school, 6 (10%) teachers were at Lyahira secondary school, 8 (13.3%) teachers were at Iwemba secondary school and 7 (11.7%) teachers were at Ruhembe secondary school. Parents who participated in the study came from three different wards. Table 4.4 indicates that out of 30 parents, 15 (25%) parents came from Kidodi ward, 9 (15%) parents came from Ruaha ward and 6(10%) parents came from Ruhembe ward. More teacher respondents, 9 (15%), came from Kidodi secondary school and more parent respondents, 15 (25%) came from Kidodi ward.

Table 4.4: Respondents by school and ward

Category of respondents	School	Frequency (N=60)	Percentage (%)
Teachers	Kidodi secondary school	9	15
	Lyahira secondary school	6	10
	Iwemba secondary school	8	13.3
	Ruhembe secondary school	7	11.7
Parents	Kidodi ward	15	25
	Ruaha ward	9	15
	Ruhembe school	6	10
Total		60	100

Source: Field work (2016)

4.2.5. Respondents by work experience (teachers)

Table 4.5 Respondents by work experience (teachers)

Category of respondents	Work experience (years)	Frequency (N=30)	Percentage (%)
Teachers	0-4 years	1	3.3
	5-10 years	23	76.7
	11-15 years	4	13.3
	16-25 years	2	6.7
Total		30	100

Source: Field work (2016)

Table 4.5 presents the duration/time in years that different teachers served in teaching. It shows that out of 30 teachers, 23 (76.7%) teachers had teaching experience within the category of 5-10; 4 (13.3%) had experience of between 11 and 15 years and 2 (6.7%) had experience of between 16 and 25 years. The two teachers who fall under the category of between 16 and 25 years were more experienced than others.

Teachers' work experiences in community secondary schools especially those involved in the study were of paramount importance. It was believed that the teachers who were more experienced than others could tell more of the discipline status and the ways they worked to deal with indiscipline because experience is the best teacher.

4.3. The findings by objectives

4.3.1. The status of students' discipline in the selected schools

The first objective was set to explore the status of students' discipline in the selected schools. Teachers and parents were interviewed. Students themselves were not involved in the study because they could not provide reliable data due to the fact that the study aimed at assessing their own discipline. They could not say the truth about their own discipline. Education officers and community members were not involved because they do not stay with the students all the time. The teachers and parents were the real target of the study for they stay longer with students at home and school respectively. During interviews and focus group discussions with the respondents, it was found that respondents of ages above thirty five, both teachers and parents had concrete ideas with experience with students' indiscipline. They said a lot about

students' behaviour than those respondents below the mentioned age. When needed to say about the status of discipline among students in their schools, teachers said that the situation was not good with students in their schools.

Female teachers were much concerned with girl students particularly on matters of pregnancy and female parents had to say much about both boys and girls. From the sample of 30 teachers, 21 (70%) teachers mentioned truancy, disrespect, wearing improper uniforms (miniskirt for girls and tight trousers worn under bottoms by boys), engaging in sexual relations at tender age, especially girls and keeping unwanted hair styles as students' indiscipline in the community secondary schools. The other 9 (30%) respondents from the sample mentioned other issues such as disobedience, and no greetings to teachers and visitors. One of the respondents said that students have now become more notorious due to advancement of science and technology. He added that students have no respect to their teachers and even some of their parents anymore. He said more that students do not greet teachers at school and out of school. The teacher had the following to say during interview:

In short, discipline in our school is very bad to most of our students. Our school has a very big number of students who make it very difficult for teachers to manage them well. Nowadays they do not respect us and they do not fear at all. You can see a girl putting on a miniskirt that is over her knees. We inspect them and send back home those who are found wearing the skirts. Others do not greet us especially in the morning when they once report at school. They are very stubborn.

Another teacher spoke much about sexual relations among their students. She said that many students especially girls do not concentrate on their studies because of involving themselves in sexual relations with boys/men. She claimed further that they have the relationships with men who are not students. The men have other businesses to do and they give the girl students some money for satisfaction of their needs. She added that other girls engage in the relation with some people's husbands in the neighbouring community. She said that some women/wives decided to report matters of the girl students' relations with their husbands to schools because they trust teachers. They thought that teachers are strict and the students respect and fear

them when they are at school. She warned that the school rules and regulations forbid a student to involve in sexual relations.

She had this to say:

Girl students are at risk of contracting sexually transmitted diseases and pregnancy because they are very busy with men. At different times we work on complaints from some people's wives from the community claiming that our students have stolen their husbands. It makes us shocked always here. When we summon the culprits, they strongly refuse though those women claim with confidence that the mentioned girls take their husbands. To our surprise, the culprits are found to possess modern mobile phones that we suspect they were bought by the men. The phones are even more expensive than ours (teachers). We are afraid that the modern phones are also used in sending and receiving very bad things especially pornographic pictures and videos that may make them feel the need to do.

Teachers complained a lot about students' misconduct. They felt that all that happens among undisciplined students is an impact of globalization. Another teacher said about students' way of dressing their clothes, hair styles and language abuse to teachers. He said that some students especially boys wear tight trousers under their bottoms and cut their hair in styles; the thing that is unwanted at school and with a student. He added that some of the undisciplined boys refuse to be caned by teachers when they are found guilty. In another school, a teacher said, during interview, that most of the students misbehave because their parents do not rear them well and also they give them extra freedom. He also noted that some students have become heads of families despite the presence of the parents. Moreover, he said most parents have their economic activities in farming. Therefore, they leave the children/students alone at homes when they (parents) go to distant farms to stay there for more than a month. He had the following to say:

...it is very dangerous; the parents are the cause of the problems. They go to their farms for more than a month leaving their children, both boys and girls to be heads of families. They, sometimes, live hard life that makes girls desire money from men. They remain at home without any adult care...

In another community secondary school, the findings showed that there were some students who misbehaved due to the fact that they lived in rented houses near the school away from their parents who live in distant villages. The students took care of themselves and enjoyed much freedom to decide on their own issues including sexual relations. The second master of the school hinted the following:

Some of our students misbehave because they lack parental care; they live alone in rented houses near the school because they cannot come to school every day from their parents' homes which are very far from here. I think they enjoy maximum freedom there until they misbehave.

Findings from documentary review complemented those from the interviews. Discipline masters/teachers in almost all the schools under study showed the letters that were written by misbehaving students. They said that the letters were the evidences to parents and other authorities that they committed some faults. The letters, they said, were signed by the undisciplined students themselves so that they never rejected later. Some letters bore headings such as “*Kumjibu mwalimu vibaya*” (language abuse to teachers), “*Kufanya ngono zembe*” (Involving in unsafe sexual relations) and “*Kutovaa sare ya shule vizuri*” (Wearing improper school uniforms). Other documents that were provided during the study included a letter of suspension that was written to a student due to her involvement in sexual intercourse, pregnancy and truancy and a medical examination report that certified that another girl was found pregnant.

On the other hand, the parents of the students were also requested to say about the status of students' discipline in the selected schools. They were selected purposely in order to provide necessary information about the students. This was also done because they are the parents and guardians of the students who attend those schools. In this regard, all 30 (100%) parents said of students' indiscipline. Among the parents, 19 (63.3%) mentioned truancy from school and general misconduct such as possessing and using mobile phones and playing pool at bars. The other 11 (36.7%) respondents mentioned other acts of misbehaviour such as

joining bad friends as indiscipline among students who attend community secondary schools. They said differently about the students' misconduct. Some said that the situations in the schools were not good although some few students kept their good discipline. Other parents said that the students do not respect them. It was, however, found that women were more serious with issues of students' discipline than men because during interviews, some women spoke with seriousness on making good students on discipline. They also said that the students possess mobile phones nowadays and spend much of their time playing pool in bars and other social places as one of the parents said with anger:

You see students possess mobile phones but I don't know who bought them, and I wonder why their parents and teachers do not punish them. I will not allow my child to have a phone until he completes her studies...They play pool at one bar here but I wonder why the owner doesn't chase them. The situation is not good at all.

Another interviewed parent talked about misbehaviour among some students in schools. She said that students left school without the permission of their teachers during tea break time. She said more that they went to streets out of school for tea and other snacks, the thing that she thought was indiscipline. She said the following:

You know I leave here near our school. I always feel bad when I see students leave school in big numbers and I believe that their teachers cannot allow them in that way. Others go back to school but the rest do not. They go home before time for finishing the day classes.

All the raised issues during interviews and through document review showed and proved that the status of discipline in the selected schools was very bad. So many cases were mentioned. From the findings, both teachers and parents mentioned cases of truancy, disrespect, wearing improper school uniforms, engaging in sexual relations, and possessing modern mobile phones as serious acts of misconduct. When compared, it was found that teacher and parent respondents did not differ much in mentioning acts of misconduct among their children. They mentioned the same issues that have been written previously in this paragraph. The teachers and parents had a work to do to ensure that students become

disciplined although some students behave well both at school and home. They admitted that some students guide themselves to keep good discipline and respect to all people. Changes in the society such as technology in mobile phones, the internet, televisions and adult behaviour have contributed a lot to students' immorality. Some adult members of the society teach children bad behaviours like drinking alcohol, engaging in sexual relations and abusive language. The mobile phones contain a lot of bad things that children or students copy and act the same at home and school. Garegae (2008) studied the impact of cultural conflicting disciplinary strategies in dealing with students' discipline in schools. This is a little similar to the findings that express the way teachers complained about the home culture that contributes to students' indiscipline. Teachers claimed that the students become undisciplined because the home culture that is controlled by parents does not prepare them well for good discipline.

4.3.1. Measures taken by teachers to promote students' discipline in schools

The second objective of the study was to identify the measures taken by teachers to promote students' discipline in schools. Due to bad discipline in the selected schools, both teachers and parents were asked to tell the measures or efforts which they take/took to ensure that the undisciplined students change completely to become good ones. In fact during interviews and focus group discussions they explained different ways or efforts to curb the situation. Document review and analysis were done in the selected schools by consulting discipline teachers and second masters/mistresses. In one focus group discussion, teachers mentioned various measures that they often take to help misbehaving students. In the group, teachers mentioned caning as the most immediate punishment to notorious students. Other measures that they mentioned were assigning the culprits productive manual school works like weeding flowers, slashing long grass and cleaning classrooms for a week, declaring them in front of other students during school assemblies and close follow ups. For those serious acts of indiscipline, the teachers took/take such measures as guidance and counseling, summoning their parents to school for discussion, reporting them to local government authorities (VEO, WEO, WEC, Village chairpersons) and tabling the matters to the school

board that has legal and official powers to decide on various matters in schools including discipline of both teachers and students. They added that students who are found with serious and persistent indiscipline acts are expelled from school completely following the decisions by the school boards. On pregnancy cases, they made sure that the students were taught in biology lessons on how to avoid it. Also, girls were always taken to health centres and nearby hospitals for pregnancy tests as a way to make them fear to involve in sexual relations. In one focus group discussion, the following were said:

We should start by saying that, with students who are improperly dressed at school, we send them back home to their parents to change clothes and dress properly. For those students who do not stand up to greet visitors, we cane them so that they change. On pregnancy, we have made efforts to teach them in Biology lessons on how to avoid it...this has helped to reduce the number of pregnancies. Last year, for example, we had nine cases in the same class but this year we had only one case...

The teachers who were involved in focus group discussions said about their role to invite the parents of the students who misbehaved at school. They said the following:-

We summon parents to come to school for discussion on misconduct of their children. We write letters to them through their children. When they come and learn that their children made mistakes they start beating them very brutally here in office...

The issues of guidance and counselling, suspension and school board decisions were mentioned and stressed during the discussion:-

Previously we did not have a school board but now we have one that works to maintain and control discipline, among other issues. Some board members do not want to hear that our students misbehave and therefore they promised to deal with any student who misbehaves. It came a time that they wanted us to send serious cases to them for final decisions. We also suspend some misbehaving students for some time so that they regret and don't repeat the faults. Guidance and counseling are also used here though we don't have special office/teacher for that. Of course they change a little.

The teachers in the focus group discussion hinted on the issues of motivation and invitation or involvement of religious leaders to promote students' discipline. They said that they sometimes need to motivate students who behave well and those who change after misbehaving. They also involve religious leaders who visit the school for religious sessions on Thursdays. They said:

Sometimes, we motivate our best students who behave well by mentioning and praising them openly before others. Some students feel well. On Thursdays, there are religious leaders who come to our school for religious sessions. When they report to our offices before entering the rooms we request them to insist on the issue of discipline among our students so that they become good students/children. This is how we strive to promote our students' discipline.

The group mentioned the use of school rules and regulations as another measure to ensure that discipline among students is promoted. They said that the rules and regulations help in making the students fear to misbehave as they believe that the rules and regulations would be applied to punish them accordingly. They said:

We normally remind our students about the school rules and regulations. We read the rules and regulations out for the students to hear clearly. We clarify some rules when they do not understand. We do this at the beginning of every term for reminder. We attach the rules and regulations to the admission/school joining instruction letters or form for the new form one students so that they know them well and understand. We help them to avoid misbehaving. Here at school we stick copies of the rules and regulations to the notice boards and the walls of their classrooms for reminder.

Findings in documentary review revealed some issues that were seen to be the efforts used by the teachers to ensure that students' discipline is in order. The discipline master in another school showed letters written to parents, letters written by undisciplined students, letters of suspension, school board minutes of one of the meetings, the black book and a copy of school rules and regulations. One of the letters was on suspension. It was written to one student who was, for a long time, a truant, involved in sexual relations and became pregnant. Another letter was written to a parent to summon him to attend a meeting with teachers at school. It was evidence that it was one of the efforts to promote students' discipline. A copy of school rules and regulations contained many things

including those which students should do and those faults which can make one expelled from school. The discipline master emphasised that they read out the rules and regulations in every beginning of a year and/ term and stick a copy in every classroom for reminder to students. They also attach copies of the same with school joining instruction forms to new form one students who expect to join the school.

The teachers mentioned caning, school manual work, suspension, involving parents, school board decisions, guidance and counseling as mostly applied measures to promote students' discipline. The measures that were revealed in the selected schools are adequate for promotion of students' discipline; however there can be a need for others depending on the changing situations and contexts. Sometimes, caning only can be applied but it is suggested mostly that guidance and counselling by teachers is significant and fruitful.

4.3.3 Measures taken by parents to ensure students' discipline is promoted both at home and school.

The third objective of the study was to find out measures taken by parents to ensure students' discipline is promoted both at home and school. Parents' contribution on measures to promote students' discipline was also valued during and after the study. It should be remembered that the study was conducted in community secondary schools where students attend schools and go back home to parents daily. During weekends they stay at home with their parents. During data collection it was found that 25 (83.3%) out of 30 parents mentioned warning, discouraging their children to join bad friends and involving their teachers as measures to ensure their children's discipline is promoted always. The remaining 5 (16.7%) parents mentioned other measures such as encouraging the children to spend their time in studying, guiding them the right ways to behave and beating them. In an interview with one of the parents, he said that he normally warns his children whom he sees start misbehaving. He also said that he told his children not to join bad friends. He did not want peer influence which could spoil his children. He said:

I don't want my children to join bad friends at home and school. Some children/students misbehave and I wonder why their parents do not warn or punish them. If I find my son joining bad friends after I warn him, I also go to their school to tell his teachers about my decision so that they also stop him.

Respectively, other parents mentioned their measures that help them to promote their children's discipline. They mentioned such measures as going to schools to report matters of indiscipline of their students at home, guiding them how to behave well all the time, encouraging them to be busy in studying and maintaining good relations with their teachers. One parent said:

When I find my daughter starting misbehaving I beat her and sometimes I tell her mother to deal with her. I always tell her that she should keep her time to study hard so that she can pass her examinations. My daughter is in form three, next year she will be in form four, therefore she must work hard to prepare for next year examinations. Sometimes, I go to her teachers at her school to beg them to ensure that she does well in class and not misbehave.

When asked about the measures, another parent said that she was very serious with children's discipline. She said that she hated to see students wandering around during school/class hours. She, one day, chased the students away from one stream of water near her home where they were swimming during class/school hours. Although the students, boys and girls were stubborn she managed to make them leave particularly after threatening to report the matter to one of their very harsh teachers at their school. She said:

It is a very tough work to rear children, for example the other day I saw the students of our secondary school swimming at that stream, worse enough there were boys and girls in school uniforms. I identified them easily because I knew the school uniforms. I had to chase them to go back to school. I mentioned the name of their teacher whom they fear so much, then they had to leave.

Another parent said that they make sure that male parent in a family deals with boys discipline and female student with girls in a family. They agreed with the wife to ensure that their children behave well all the time. He also added by suggesting that their children's teachers should be role models of their students. He complained that some young teachers nowadays do not behave well and

therefore they are copied by their students. His idea concurs with previous findings by Emmaculate (2010) who stressed the need for teachers to be role models. He emphasised that if the teachers lead the students well, their discipline will be promoted. The other interviewee said that he feels very bad when he sees students arriving late to school. He said that he warns the students to remind them to arrive to school early. He said: "...some students go to school very late, I hate that. I warn them several times. I wonder why their parents don't take measures."

For some parents, measures are taken in maintaining good relations with teachers specifically by encouraging and supporting them strongly with their efforts to teach and take care of the students morally. Also they take time to visit schools to know their students' academic progress. They claimed that if they see that their children perform poorly at school, they begin to investigate the causes of the failure. They eventually learn that they participate in unwanted activities that are completely indiscipline. Some parents blamed their fellow parents because they do not take their responsibilities as parents or guardians to promote their children's discipline. One parent complained:

Some of our fellow parents do not support teachers' efforts to promote discipline of our children. They become very furious when their children have been punished/caned by teachers at school. When the students are sent back home after misbehaving at school, they start blaming the teachers. They, all the time, feel that their children are oppressed and humiliated. They don't take time to go to school to ask the teachers what their children did and how they performed in their studies. Some children do not enter classes but their parents do not know and they never mind.

In an interview with another parent, he said that he ensures that during holidays his children have a timetable that he must follow every day. He said:

...unfortunately I didn't get secondary education, therefore I don't want my children to miss it. It is their time and right to study hard now. During holidays, I give them timetables for study and other home activities in order to keep them busy so that they do engage in stupidity with other children who misbehave...

As mentioned earlier, most parents mentioned warning students, involving the students' indiscipline acts to teachers and discouraging their children to join bad

friends. The other respondents mentioned other measures such as encouraging students to study hard, guiding them the right ways to behave and beating them rarely. They differ with the teachers in caning, suspension, expulsion of misbehaving students and using school rules and regulations. The teachers use the rules and regulations which are formally written because the schools are legally and officially established. The parents use the natural societal and parental rules to keep good discipline of their children. If all the measures are wisely taken by both parents and teachers, the children/students will behave well and their discipline will be promoted. Also both teachers and parents take the same measure of involving each party in promoting students' discipline. Teachers summon parents to schools and parents report their children's indiscipline to teachers. According to them this makes the children change their behaviours.

4.3.4 Collaboration between teachers and parents in promoting students' discipline

The fourth study objective was to explore the collaboration between teachers and parents in promoting students' discipline in community secondary schools. This was important only because the role of dealing with students' discipline lies between the teachers at school and parents at home. Therefore, teachers and parents were both interviewed and involved in focus group discussions in order to give data. With teachers, different views were given about collaboration with parents. One teacher said that there are parents who cooperate well with the teachers when they are required to do so. They said that when they call them to go to their school to discuss issues of indiscipline of their children they acknowledge quickly without hesitation. She said, additionally, that they involve the parents in teacher-parent meetings in every half of the term or any other time that they find there are serious matters to discuss, indiscipline inclusive. She said in interview:

Of course some parents collaborate well with us in rearing our students. Whenever there is a problem with the students we summon them immediately through letters and they come. We discuss together them we make decisions. We also invite them to attend meetings here at school for such matters as academic progress, cooperation and discipline of students.

In this regard, 22 (73.3%) teachers claimed that 85% of the parents do not cooperate in promoting students' discipline while 8 (26.7%) teachers said that the parents show good collaboration with teachers in ensuring that the students have good discipline all the time. Teachers, who felt that parents do not cooperate, complained that the parents leave the task of taking care of the students to teachers only. They said that the parents do not spend their time to look after their children but only depend on the school teachers to take all responsibilities. They also claimed that the parents often ignore to attend meetings with teachers particularly when the matter for discussion is indiscipline. The teachers think that the parents are not responsible for their own children. Also it was found that many parents defend their children when they discuss issues concerning indiscipline. They become very angry and do not trust the teachers by holding the opinion that the teachers are envious of their children. To this end, one teacher said:

Many parents are very cantankerous because they defend their children when we tell them that they have misbehaved. They think we only oppress them. It comes a time when they insult us or go to local government offices to report us with a lot of blames but when we produce evidence of their children's indiscipline they finally accept and regret.

On the matter of sexual relations of especially girl students, another teacher complained that the parents do not collaborate as well. She said that they always see their female students entering rooms of men who are not students for sexual intercourse. They take measures to inform their parents so that they do not allow them to leave homes due to lack of cooperation the parents do not agree and instead they say that the students went to either their brothers or uncles. During the interview the teacher said:

You know, we live in the village where we see the students from their homes every day after school or over the weekends. There are young men who have rented rooms in the landlords' houses. Sometimes, we may fortunately see our female students enter those rooms where we believe they go for sexual intercourse with the young men. When we inform their parents of the matters they easily say that the girls went to their brother. There was one parent of a form two female student

who said that her daughter went to her uncle to take money for tuition but I knew she was not her uncle.

Parents had their opinions on the matter of collaboration with teachers in making sure that students' discipline is promoted. About 18 (60%) out of 30 parents who were interviewed said that they collaborate with the teachers well while 12 (40%) parents claimed that the teachers do not collaborate with them. When asked to elaborate, parents who claimed that teachers collaborate, added that they get good support from the teachers of their children and also report students' misbehaviour at home to the teachers. By doing so, the teachers act quickly by punishing the students. One parent said that he likes to go to school to see his child's academic and discipline progress. Furthermore, he said that he ensures that he works and communicates well and closely with the child's teachers in order for them to keep a close eye on the child. He said; "I try to be close to the teachers because I know they are the ones who give education to my child." Another parent said that when the teachers of her child call her to school for discussion about the child's case she goes without miss for she knows that it is the intention of the teachers to help her. She claimed; "In fact I like to go to see the teachers when they want me. I believe that they need me for my child's progress. I go and listen to them. We make decisions together then my child becomes good in behaviour and academics." On the other hand the findings also show that some parents would like to see the teachers of their children become role models of the students in language use, dressing, behaving and also professionalism. This is in line with Emmaculate (2010) who stressed on the teacher's position as a role model of the students though the researcher studied the leadership role in managing discipline in schools. This study is on the teachers' and parents' role in promoting students' discipline in community secondary schools.

Findings from different interviewed parents showed that some other fellow parents do not collaborate with teachers in promoting students' discipline. They believed that the responsibility of keeping discipline of students/children remains with their teachers at school only. One parent said that other parents discouraged teachers instead of working together. She said that a mother of one female student

of a nearby community secondary school fell into conflicts with the teachers just because they informed her of the daughter's involvement in sexual intercourse. She said the following during interview:

There is one mother here who fell into conflict with the teachers of her daughter because they called her to school to inform her of her daughter's indiscipline. They told her that her daughter had been named in the list of students who engage in sexual relations but she was furious rejecting that her daughter had not yet known the boys. I, personally, advised her to pay heed to what the teachers had told her.

As for the parents who thought that teachers do not collaborate, they argued that the teachers do not punish the students who were reported by the parents to have misbehaved. Generally, it was revealed that majority of the students' parents do not collaborate with the teachers of their children in the community secondary schools. They leave the responsibilities to the teachers only. Very few parents participate in the promotion of students' discipline with teachers. There is a need of strengthening the collaboration between them especially by reminding the parents their responsibilities. Alidzulwi (2013) is different from the findings. The study by Alidzulwi (2013) found that parents are not involved in the education of their children causing poor results, high dropout rates and the absence of discipline in schools. The findings in this study show that teachers in the community schools involve the parents all the time in case their children misbehave. Some parents also said that they are always involved by teachers for discussions on the children's misconduct.

4.3.5 Challenges encountered by teachers when dealing with students' indiscipline

The fifth objective sought to investigate the challenges which teachers encounter when they deal with students' indiscipline in community secondary schools. It is the responsibility of the teachers to make sure that students do not engage in misconduct and also are shaped and guided to become good members of the society in future. Teachers who participated in interviews and focus group discussions aired the challenges that make their work difficult most of the time. In a focus group discussion with teachers they insisted that one of the tasks which

are most challenging and give them headache is dealing with students' indiscipline in community secondary schools. Interview results showed that 26 (86.7%) out of 30 teacher respondents mentioned hatred, threats and insults from both students and parents as the most frequent challenges they face when they deal with students' indiscipline. The other 4 (13.3%) teachers mentioned different challenges like parents' little understanding, traditional customs, religious beliefs, students' own decisions to leave school after punishment and students' lies to teachers and parents in indiscipline issues. Findings reveal the fact that being day secondary schools there is too much interaction between the school culture and the home culture. The challenge is that the home culture does not mostly prepare a student to be good members. This is in line with Wanja (2010) who insisted that the home environment had impact on the discipline of a child. This is because the parents did not instill a culture of discipline at the tender age of childhood. They said:

The culture of the families in this area does not prepare children to be good people in future; we prepare engineers, medical doctors, teachers, lawyers and other professionals who will serve the whole nation. There are traditional customs that make children misbehave, for example, there is time when girls are kept at home for a long time because they are at the stage of puberty. They prepare them for husbands and therefore they don't come to school. It is a very big challenge.

Another challenge that was mentioned during the discussion was hatred by both undisciplined students and parents. Some students hate teachers who punish them at school after they are found with some indiscipline acts. This makes their parents hate the teachers too because they believe that their children are punished without fault. Teachers see this as a challenge to their work. They said the following:

We punish undisciplined students by caning, assigning them productive activities or any other form of punishment but after later, they hate us. They tell their parents of the punishment claiming that we beat them without fault. The parents begin to hate us too. They don't know that we help the students to grow up well.

It was also found that some political influence and interference contribute a lot to challenges. Some students become stubborn because of the political movements especially the opposition parties that made the public, particularly the youth to be overconfident. They said:

We face the challenge with some political movements in the area. It was too much last year towards the general elections as some boys who misbehaved refused to be caned (boycott) by saying that they should not be caned because there is no rule that allows the teachers to beat them. They are always told these things by politicians.

In an interview with one teacher in another school, it was found that another challenge was threat to teachers from some misbehaving students, their parents and some members of the society. The interviewee said that after punishing or dealing with some students with indiscipline cases they are threatened. The threats are physical attacks by students, phone calls, phone text messages and other oral threats from all the mentioned people. The teacher said:

We have a difficult task to do because some undisciplined students threaten to beat us when we walk around the village during evening. They tell us after beating them that we should not be seen around streets after school hours. Some of them send us text messages through mobile phones and yet others call us with unknown identity to threaten us of witchcraft. Funny enough even their parents do the same to us.

Another challenge is insults from students, parents and some members of the society surrounding the schools. Some members of the society do not value teachers' tasks at school and the society. They think that teaching is an easy task and the teachers should not waste time to deal with undisciplined students. Some of the members of the society do not have children who attend the schools but they only support the parents who have children attending the schools. One of the teachers complained during interview:

They insult us actually. We are also surprised that when we deal with these misbehaving students their parents, particularly female ones, are joined by their friends or neighbours who don't have children

attending our school to insult us when we pass near their residence. Two months ago our fellow teacher was insulted by people whom he didn't identify easily but he suspected them to be our students' parents.

It was also found that the other challenge was the nature of the day/community secondary schools. All the schools that were selected for the study are day schools. The students go to schools and return home after classes. The teachers identified this as a challenge because the home environment was seen as not friendly for students who join other children/friends that are not students. The teachers thought that if they were boarding schools or those with hostels, the students' indiscipline could be minimized quickly and easily. Another interviewee said:

The challenge that we have here is the nature of school. In this area, I think the boarding school could save the students or rather; there could be hostels for students. In their homes they become very free and their parents do not take control. If they are kept at school only without going home every day their discipline will be promoted positively.

The most mentioned challenges; threats, insults and hatred make the teachers find their work difficult. They said that they have to play many roles at a time; the role of a teacher, parent, police officer, judge and a counselor. They also have to teach their students diligently in order for them to pass their examinations well. They said they have to work tirelessly.

4.3.6 Challenges encountered by parents when dealing with students' indiscipline

The sixth and last objective of the study was to investigate the challenges that parents encounter when they deal with students' indiscipline. Parents are the first teachers of the children at home. A student is sent to school from home by parents. The parents have a role to play to ensure that the child is discipline all the time both at home and school. The parents mentioned the challenges that they face during the time of guiding their children towards the right ways. One challenge that they mentioned was peer group influence (gangs).Some parents said that they work very hard to rescue their children from the groups of bad friends but it

becomes difficult only because their children continue to belong to the groups even by hiding from their parents. One parent said; “I don’t want to see my son with the bad village peers because they may mislead him. I often tell my son not to join them but he follows them when they are out of my sight; only other people tell me that they saw him somewhere with friends.”

Adolescence was found to be another challenge during interview. Two parents mentioned it repeatedly during interviews. They claimed that during the stage their children become stubborn and that every time they warn them (children) to stop misbehaving they continue. This does not make the parents stop dealing with their children’s indiscipline. A parent said during interview:

Our children grow up and change. We become happy when we see them grow well but we have a challenge with their growth. When they grow up, especially at adolescence they think they are as old as we, their parents, are. They think they know everything. They do not want to be guided or corrected when they make mistakes, particularly misbehaviour. They always think that they are right. They feel proud of themselves and stubborn. They change even their ways of dressing. So we shout to them every day to make sure that they change to be good children. It is very challenging indeed.

This result is similar to Wanja (2014) who states that communication between parents and children/students is inconsistent. Wanja (2014) wrote about ineffective socialisation by parents to students at puberty. This fact seems to be similar to the results by some parents who claimed that they face a challenge when they deal with the children’s indiscipline at adolescence (puberty). It was learnt that many parents do not socialise with their children during this stage and therefore they engage in indiscipline due to lack of socialisation.

It was revealed from the findings that the presence of bars, guest houses and other recreational places around people’s residence makes parents’ efforts to guide children challenging. The parents said that their children are attracted to spend their time in bars where there are table pools/snooker games. They said that male students/children like to play the games and therefore lose interest in studies and hence become undisciplined. In this regard, one parent commented:

We have bars and guest houses near our homes. Our male children go to play the snooker game and sometimes female children may be convinced to enter guest houses for sex. It is very dangerous and we don't have authority or power to remove the bars and guest houses so that they are built away from our residence.

Another challenge that was found among the parents during the study was family conflicts. In some families the male and female parents fall into conflicts due to differences in opinions on children's behaviours. Some female parents defend their children especially female children when the male parents take measures to discipline them. Some female parents become very angry and sometimes accuse their husbands that they hate the children. Therefore some male parents find this as an obstacle. One male parent revealed this fact during the interview:

...for example, I have my children who misbehave sometimes. I am very serious with upbringing them so that they get their education and become self-reliant but the other time I get problems with their mother. She doesn't want to see me beating them. She turns red when I punish the children. She starts shouting as to why I beat the children so harshly. The other day my daughter misbehaved at school. I had to go to see her teachers for discussion and I punished her before her teachers but when I came back home, my wife complained a lot by saying that may be I want my daughter for sexual relations. I felt very painful. I stopped punishing the daughter..."

Chapter Summary

The role of teachers and parents in promoting students' discipline has been revealed as well as the challenges which both parents and teachers encounter when they deal with students' indiscipline in community secondary schools. The collaboration between teachers and parents in promoting students' discipline in the selected schools is not satisfactory as most parents are very reluctant to play their role as first teachers of the children. The status of discipline in the selected schools is not good because cases of indiscipline are repeated several times. Some findings from the field work are similar to and others are different from the previous studies that were reviewed. Aspects of culture, role modeling, and communication among teachers, parents and students and involvement of parents in issues of indiscipline were apparent. The findings show that there is good communication between teachers and parents when the students misbehave. Teachers assert that they have good communication with the parents of the students though some parents do not appear for discussions. Some parents do not communicate frequently with their children and this is the reason why the children misbehave.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and conclusions

This study was about the assessment of the teachers' and parents' role in promoting students' discipline in community secondary schools in Tanzania with a case of selected schools in Kilosa district. The study had six specific objectives. The first objective was to explore the status of discipline in community secondary schools. The second objective was to identify the measures taken by teachers to promote students' discipline in schools. The third objective was to find out the measures taken by parents to ensure students'/children's discipline is promoted both at home and at school. The fourth objective was to explore the collaboration between teachers and parents in promoting students' discipline. The fifth objective was to investigate the challenges that teachers encounter when they deal with students' indiscipline. The sixth and last objective of the study was to investigate the challenges that parents encounter when they deal with students' indiscipline. This study was mainly guided by behaviour modification theory which stresses on the role of teachers and parents to modify children's behaviours. The study was conducted in four community secondary schools and four three wards in Kilosa district. The study population included teachers and parents. The sample size was 60 respondents; 30 teachers and 30 parents. This study applied qualitative design and analysis of data. Data collection instruments were oral interviews, focus group discussions and document analysis. They were used effectively to tap data from both study respondents and documents. The following is the summary of the findings:-

5.1.1. The status of discipline in community secondary schools

Findings revealed that the situation in the selected schools is not good in students' discipline since many students misbehave every time. Teacher respondents mentioned some acts that proved that there is a lot of indiscipline among students. They mentioned truancy, students' engagement in sexual relations and intercourse

for unsafe sex, disrespect and wearing improper uniforms. The parents who were involved in the study mentioned students' possession of modern mobile phones and their act of joining bad friends who always misbehave. They added that the children do not spend their time to study what they were taught by their teachers at school but only go to bars to play pool. Findings from documentary review showed that the status of discipline in schools was bad. There were letters written by many students to admit that they misbehaved. Other letters were written to parents to summon them to attend the meetings to discuss indiscipline issues with teachers in schools. Other letters were for suspension of some more troublesome students. The status of discipline in the selected schools is bad. Social interaction and communication among students is high now. Indiscipline among some students in community secondary is increasing. Improper school uniforms, disrespect, engaging in sexual relations and many other acts of indiscipline seem to be part of students' lives. Teachers and parents have got a very tough work to do to ensure that the future society depends much on their responsibilities as parents.

5.1.2. Measures taken by teachers to promote students' discipline

Among other measures mentioned by teachers were; caning, assigning school manual work, involving parents, suspension, expulsion, guidance and counseling, reporting some misbehaviours to local authorities and enforcing school rules and regulations. The teachers said that they have to apply various measures depending on a particular fault and situation. It was also pointed out that schools find ways to motivate the students who behave well all the time of a school term or year by praising them openly before others and giving them gifts so as to maintain good discipline and encourage others to be disciplined too. Measures which are taken by both teachers and parents in ensuring that students' discipline is promoted are useful for other teachers and parents to apply. Guidance and counseling are considered to be the best ways to help students change their behaviours.

5.1.3. Measures taken by parents to ensure that students' discipline is promoted both at home and school

Some parent respondents were fully involved in the study to mention and explain the measures that they take to ensure that good discipline is promoted among students/their children. Findings revealed some measures such as reporting their children's indiscipline matters to teachers at school, warning children and discouraging them to join bad friends both at home and school. They try to guide their children to behave well all the time so that they can perform the best in their studies. Some parents showed to be harsh to their misbehaving children. Others seemed to trust the children's teachers to deal with students' indiscipline in schools. Some other parents said they beat their misbehaving children in order to make them good students.

5.1.4. Collaboration between teachers and parents in promoting students' discipline

Collaboration between teachers and students' parents in community secondary schools was found to be moderate. Teachers give parents adequate cooperation in dealing with students' indiscipline. They involve the parents whenever there is a problem with a student. Some parents also agreed that they are given good support by teachers except few parents claim that they do not get any cooperation from the teachers. Collaboration between teachers and students' parents in promoting students' discipline is highly encouraged as both teachers and students' parents need to work together closely for the growth of the students/children. Teachers make better decisions to invite parents to attend meetings to discuss various issues concerning their children.

5.1.5. Challenges encountered by teachers when dealing with students' indiscipline

Study findings revealed that teachers face a lot of challenges in their work of both teaching and taking care of the students. The challenges that teachers face mostly are hatred, threats and insults by students and parents. Other challenges are misbehaving students leaving school after punishment by the teachers, traditional

customs, students' lies to both teachers and students and little understanding of the students' parents. The challenges make the teachers discouraged to perform their duties as required.

5.1.6. Challenges encountered by parents when dealing with students' indiscipline

Challenges that parents face in dealing with students' indiscipline include peer group influence (pressure), adolescence and stubbornness of some children. Some parents work harder to make sure that their children's behaviours are changed positively but some of the students are very stubborn. They do not want to change their behaviours to be good both at home and school. Some friends of their children are undisciplined and therefore they change the good behaviours of their children. Challenges are unavoidable in every endeavour to achieve something better. Teachers and parents must face a lot of challenges in their struggle to promote students' discipline. Teachers' and parents' role to promote discipline among school children is highly valued. They do the good work of rearing the children.

5.2 Recommendations

Based on the study findings in chapter four, the following recommendations are given for promotion of discipline in community secondary schools:-

5.2.1. To central Government

The government of the United Republic of Tanzania should collaborate with the citizens in building hostels or dormitories for all students to stay in schools for a whole term so that they do not interact with other people who are not students at home. This may also help to make the students spend enough time in studying in schools.

The government should provide education to the parents and the society at large to value education, community secondary schools and students' discipline and growth. Most parents and the other community members see community secondary schools and the education provided as nothing.

5.2.2. To communities and parents

There should be maximum collaboration among teachers, students, parents and the community members including education stakeholders in order to make sure that students' discipline is promoted to the required level. This will make good future leaders and members of a society. Work should not be left to teachers only. They have other responsibilities to perform apart from dealing with students' indiscipline.

All communities especially those surrounding the secondary schools must change their attitude to be positive towards students' academic and moral progress. They should help the teachers and parents to shape the undisciplined students. They have to show the best ways for the students to follow.

5.2.3. To schools and teachers

There should be special offices for guidance and counseling in community secondary schools. Also there should be well and adequately trained counsellors or teachers to help misbehaving students in changing their behaviours. Many schools do not conduct guidance and counseling effectively due to lack of expertise and skills to conduct it. Guidance and counseling are highly recommended in community secondary schools.

School rules and regulations should also be given to students' parents for them to internalize. The rules and regulations should not be left to students alone. If parents read them well, they will help to remind the students to adhere to them seriously. The rules guide the students to do some things and not to do others.

Teachers are urged to be role models in dressing, language use and profession so that students copy them to be good members and role models of others. They should also assist students when they face problems.

5.3 Areas for further research

This study was conducted in some selected secondary schools and wards in Kilosa district, Morogoro region. The findings reflect the selected cases only. For the

purpose of generalization, the same study can be conducted in other districts (areas) in the country.

This study was on the assessment of teachers' and parents' role in promoting students' discipline in community secondary schools in Tanzania: A case of selected schools in Kilosa district. Another study should be on the "Effects of parents' lack of readiness to help on students' academic performance"

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APPENDICES

APPENDIX I: Interview Guide for teacher

My name is **Daniel L. Kadama**, a student of Mzumbe University pursuing a **Master's degree of Arts in Education**. I request you to participate in this interview to answer my questions on the research on **Assessment of Teachers' and Parents' Role in Promoting Students' Discipline in Community Secondary Schools**. All information that you give to me will be confidential and will not be exposed anywhere. Your name will not be mentioned anywhere in this study.

- i. What is the status of students' discipline in your school?
- ii. What measures/efforts do you take to promote discipline in your school?
- iii. How do you collaborate with students' parents in promoting students' discipline?
- iv. What challenges do you encounter when you deal with students' indiscipline?

APPENDIX II: Interview Guide for parent

(This interview was conducted in Kiswahili)

My name is **Daniel L. Kadama**, a student of Mzumbe University pursuing a **Master's degree of Arts in Education**. I request you to participate in this interview to answer my questions on the research on **Assessment of Teachers' and Parents' Role in Promoting Students' Discipline in Community Secondary Schools**. All information that you give to me will be confidential and will not be exposed anywhere. Your name will not be mentioned anywhere in this study.

- i. What is the status of discipline of your children both at home and school?
- ii. Which measures do you take in ensuring that students' discipline is highly promoted?
- iii. How do you collaborate with teachers in promoting students' discipline?
- iv. Which challenges do you encounter when dealing with students' indiscipline?