

**COPING WITH ADOLESCENCE STRESS:
EXPLORING TEACHERS ENGAGEMENT IN SECONDARY
SCHOOL ADOLESCENTS BEHAVIOUR ADJUSTMENT IN
MOROGORO MUNICIPAL COUNCIL**

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SCHOOL ADOLESCENTS BEHAVIOUR ADJUSTMENT IN
MOROGORO MUNICIPAL COUNCIL**

**BY
NEEMA G. MSUMALI**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of Degree of Master of Arts in Education of the Mzumbe University**

2018

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, dissertation entitled “***Coping With Adolescence Stress: Exploring Teachers Engagement in Secondary School Adolescents Behaviour Adjustment in Morogoro Municipal Council***” in partial fulfillment of the requirements for award of degree of Master of Arts in Education of the Mzumbe University

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Accepted for the School Board of

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I, Neema G. Msumali declare that, this dissertation is my own work and that it has not been presented to any other university for a similar or any other degree award.

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ACKNOWLEDGEMENTS

My thanks first and most profoundly be to GOD almighty as by grace I was granted strength to undertake this study from the beginning to its ultimate results to produce this report.

I am indeed grateful and indebted to my mother Mrs. Joyce .G. Msumali and my brothers Joseph, Emmanuel and Peter Msumali for their unconditional support. I am grateful to my beloved daughters Blessing and Given for enduring the moments that I was distant from them when they needed me. Their patience throughout the time of my study gave me strength and inspiration to move on. May GOD abundantly bless them with a very bright future ahead.

I would like to express my sincere gratitude to Professor J. A. Kuzilwa for his encouragement and support in pursuing this program of study (i.e Master of Arts in Education) under his sponsorship. Moreover, I would like to extend my appreciation to Dr. D. Muya for his supervision. His scholarly guidance, assistance, constructive ideas where and when required are highly appreciated.

This study was also made possible through and with the assistance and cooperation from the schools that I visited during data collection. I would like to acknowledge the assistance granted to me by all school management teams which included the heads of schools, heads of academic and discipline departments and class teachers, not leaving behind the students from each of the visited schools who gave their valuable time to avail required information that made this report writing successful.

Last but not least I would like to extend my gratitude to the director, dean and head of the following sections; directorate of research publication and post-graduate studies, school of public administration and management, faculty of social science and department of education foundations and teaching management of Mzumbe University for their contribution in my study.

DEDICATION

I dedicate this work to my parents (in loving memory of my father Professor G.P. Msumali -the late). At their best, my parents had always been supportive and my mentors.

ABBREVIATIONS AND ACRONYMS

ACSEE	Advanced Certificate of Secondary Education Examination
ADHD	Attention Deficit Hyperactivity Disorder
AIDS	Acquired Immuno-Deficiency Syndrome
AIPTF	All India Primary Teachers' Federation
ALSPAC	Avon Longitudinal Study of Parents and Children
ATP	Australian Temperament Project
BMI	Body Mass Index
CAMFED	Campaign for Female Education
CMI	Child Mind Institute
CPU	Child Protection Unit
CRC	Conversation about Rights of the Child
CSEE	Certificate of Secondary Education Examination
CTERA	Confederacion de Trabajadores de la Educacion de la Republica Argentina
CWE	Children with Epilepsy
ESR	Education for Self Reliance
ETP	Education and Training Policy
FFT	Functional Family Therapy
GST	General Systems Theory
HBSC	Health Behaviour in School-aged Children
HDSS	Health and Demographic Surveillance System
HRW	Human Right Watch
HVPs	Home Visiting Programs
ILAE	International League against Epilepsy
MESWYWC	Ministry of Empowerment, Social Welfare, Youth, Women and Children
MST	Multi-Systemic Therapy
NIMR	National Institute of Medical Research
ODD	Oppositional Defiant Disorder

PCI	Pupil Control Ideology
PSLE	Primary School Leaving Examination
RCHS	Reproductive and Children's Health Section
RSPH	Royal Society for Public Health
SADTU	South African Democratic Teachers Union
SEDP	Secondary Education Development Plan
SRH	Sexual Reproductive Health
STDs	Sexually Transmitted Diseases
TTU	Tanzania Teachers Union
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund.
US	United States
VACT	Violence against Children in Tanzania
WHO	World Health Organization

ABSTRACT

Adolescents have been noticed to exhibit undesired behaviors as a manifestation of maladjustment. This study focused on exploring teachers' engagement in secondary school adolescents' behavior adjustment in Morogoro municipal council. The motivation behind this study was based on having observed behavior problems in secondary school adolescents embedded with overwhelming complaints from parents, guardians and the community at large regarding adolescents involvement in drug abuse, defiance, suicide attempts, truancy, drop outs, teenage pregnancies, homo sexuality and other cases as such which ultimately and adversely affect their academic progress. The study objectives included identifying common psychological attributes that reflected adolescents behavior pattern, measuring the extent to which secondary school teachers engage in adolescents behavior adjustment, examining factors in education system that determine teachers engagement in adolescents behavior adjustment and analyzing factors that trigger behaviour maladjustments. This study was school based, including 36 (3 to 10 year- experienced) teachers and 12 adolescent students within 13-18 age groups making a total of 48 participants. Case study design was used in this investigation. Primary data was collected through interview, observation and open-ended questionnaire, while secondary data was collected through documentary review. Data presentation and analysis was done qualitatively and quantitatively. Key findings revealed that peer relationships, personal identity and bullying were the leading attributes among adolescents; school leadership styles, class size, teachers' motivation, existing education policy and community controls were the major determining factors for teachers engagement in their respective role and that behavior maladjustments were mostly triggered by environmental factors. Conclusions drawn from major findings were as follows; Environment is a major determining factor for individual's behavior; teachers engagement in adolescents behavior adjustment involves a blend of psychological, sociological, administrative and managerial measures; nature of teacher-student, teacher-parent, as well as school-community relationships are considerable in attaining morally-balanced adolescents; success or failure in teachers engagement goes parallel with success or failure in social, economic and political systems. The study recommends that further analysis and critical review of educational policies are required to safeguard adolescents' welfare in the face of social, economic and political changes that challenge moral values.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

Behaviour maladjustment at adolescence stage refers to failure to adjust to acceptable pattern of behavior within specific context. The emotional imbalance and stresses during this stage arise from conflicting reputations as on one hand adolescents strive for autonomy while on the other hand are charged with conformity to societal prohibitions (Tapley *et al*, 1985). The focus of this study was to explore the extent to which secondary school teachers engage in adolescents behavior adjustment by drawing cases from six selected secondary schools in Morogoro municipal council namely Kihonda Secondary School, Kayenzi Secondary School, Educare Secondary School, Nelson Mandela Secondary School, St. Francis Boys Seminary and St. Ann's Girls Seminary. This chapter consists of background of the problem, problem statement, study objectives, significance of the study and limitations of the study.

1.2 Background of the problem

Adolescents' failure to adjust to appropriate behavior such as involvement in drug abuse, truancy, abusive languages, defiance, bullying, sexual relationships leading to unwanted pregnancies and drop outs in secondary schools led the study to focus on exploring teachers' engagement in secondary school adolescents behavior adjustment. In an attempt to trace the possible causes of adolescents' behavior maladjustments, it was found that physical and emotional changes that adolescents experience, underpinned with environmental factors such as social, economic and political processes fueled adolescents to adapt to certain patterns of behavior. Decisions on students' welfare in schools are highly influenced by a variety of conditions at different levels such as the families students come from, religious doctrines and perspectives, political environment, teachers working conditions, advocacies by activists, trade agencies and the media. Babyegeya (2002) contended that behavior is determined by the nature of individual relations and motivation. Children coming from families with low economic status were more vulnerable to

adapting risky behaviours especially if poverty resulted in school drop-out (Frieberg, 2008). Meanwhile poor working conditions under which teachers are subjected were found to be among the factors for their engagement in students' welfare Bourgonje (2016). Political environment has had consequences on students' behavior as well as teachers' morale since stability of decisions involved in education must align with the existing conditions in the political environment (Haddad & Terry, 1995; Hoy & Miskel, 2008).

Taking Tanzania as a particular case, student enrolment exceeding available teachers in public secondary schools led to chaos and difficulties in handling students' behaviour. Crush program teacher training on one hand increased teacher supply in secondary schools, on the other hand subjected students to "*half cooked*" teachers mocked by students and community as "*yebo-yebo*" (Anangisye & Ishumi, 2014) which had negative impact on both teachers and students because when teachers do not feel their importance acknowledged, they react by becoming discontented and uncooperative (Nyerere, 1968). Interventions towards addressing behavior problems in secondary schools included: amendment of both primary and secondary school curriculum following Tanzania participation in union research with AIPTE, CTERA, SADTU which examined major concerns in education in line with prevailing social, economic and political contexts geared by the forces of globalization, that led to inclusion of topics about sexual and reproductive health, STDs and gender issues (Bourgonje, 2016).

Inclusion of personality development and emphasis on healthy teacher-parent relationships as suggested by Marzano (2003). counselling programs to promote intellectual and moral development as suggested by social constructivists. In trying to situate the problem within the policy lens and existing standing orders, literature revealed that apart from Education for Self Reliance of 1967 (Nyerere, 1968) which emphasized on nurturing a habit of service among youth, other educational policies and reforms from the time of independence were directed towards providing quality education placing emphasis on expanding schools, promoting provision of education regardless race, social and economic status, gender and ethnicity as spelled by the

UN, UNESCO, the World Bank and IMF (Anangisye & Ishumi, 2014). Teachers engagement in addressing adolescents behavior problems was found to be missing in the spelt education policies hence thought to be worth discussing.

1.3 Statement of the problem

Adolescence is marked with “trying on one face after another to find one’s own face”. Rapid and dramatic physical, intellectual and emotional change during adolescence other than the rest of the stages of human development opens the door for both positive and negative consequences (Dekovic, 1999). In the absence of proper assistance the negative consequence takes over such as confusion, deviance ultimately failure to adjust to acceptable standards (Feldman, 2008; Santrock, 2009). Contradicting cultural patterns (Afrocentrism versus Eurocentrism) and diversity due to migration accelerated identity confusion among adolescents (Macionis, 2002). Access to adult world at a tender age through uncontrolled media caused adolescents of today’s world to possess perspectives that were inconceivable in the past five decades (Santrock, 2009).

Statistics reported increased failure in ordinary level national examinations-CSEE from 71% in 2001 to 90% in 2011 during the implementation of SEDP when mass student enrolment in public and community schools yielded poor discipline control (Anangisye & Ishumi, 2014). A survey on adolescents in Tanzania revealed HIV-AIDS prevalence among 15-19 adolescents, sexually active adolescents increasing from 38.2% girls and 39.3% boys in 2010 to 50.2% girls and 46.1% boys in 2014, poor access to correct information about life skills, physical and emotional violence among adolescents. Statistics taken from 2005-2009 depicted that in 15-19 year-adolescent girls, 52% began childbearing by education reasons, 35% by zone, 32% by socio-economic status. The trend revealed a widening gap of dropouts from government schools due to pregnancy around form I to form III. Further findings revealed that in Morogoro, adolescent boys attended secondary school more than adolescent girls, Morogoro was among regions that exhibited failure in PSLE and CSEE by 39%-49% from 2005 to 2009 and only 10% to 19% adolescents in Morogoro are without access to social media (UNICEF, 2014). An interview with the

District Education Officer in Morogoro municipal council indicated a growing concern on adolescent students reported to be actively attending night clubs, “*vigodoro*” and excessive access to social media. (Interview with Morogoro DEO, 2016). Scholars across countries have conducted studies about adolescents’ behavior problems. There is however an urgent need for a locally based study of this nature with a more critical analysis that focuses on how teachers cope with adolescence stress by exploring their engagement in assisting adolescents’ behavior adjustment.

1.4 Objectives of the study

The study consists of general and specific objectives.

1.4.1 General objective

Exploring teachers’ engagement in adolescents’ behavior adjustment.

1.4.2 Specific objectives

- i. To identify common psychological attributes that reflect adolescents behavior pattern.
- ii. To measure the extent to which secondary school teachers engage in adolescents behavior adjustment.
- iii. To examine existing factors in the education system which determine teachers’ engagement in adolescents behavior adjustment.
- iv. To analyze factors that trigger behaviour maladjustments among adolescents.

1.5 Research questions

- i. What are the common psychological attributes that reflect adolescents’ behavior pattern?
- ii. To what extent do teachers engage in nurturing adolescents?
- iii. What factors in education system determine teachers’ engagement in nurturing adolescents?
- iv. What are the factors that trigger behaviour maladjustments among adolescents?

1.6 Significance of the study

Review and analysis on adolescents psychological attributes, teachers engagement in adolescents behavior adjustment, factors for teachers engagement as well as factors that trigger behavior problems were seen significant to teachers, policy makers and other stakeholders in education setting.

For teachers, the study was seen necessary for broadening insights about teachers role towards students and community where teachers are charged with not only developing intellectual capacities but also promoting emotional intelligence, healthy and stable personality among students by instilling transformative and revolutionary ideas. The significance of the study was focused on contributing to application of scientific approaches based on investigations as well as the art of teachers' own thinking and creativity in training adolescents since situations differ from student to student, school to school and community to community. To policy makers the significance was directed towards critical review of education policies in line with the dynamicity of society geared by the forces of globalization by examining how education system integrates with other systems marking either success or limitations towards attaining expected goals, while to other stakeholders in education setting the study was directed to empower parents, activists, researchers and community at large in utilizing the existing knowledge to further investigation for the welfare of students and the nation.

1.7 Scope of the study

The study was centered on teachers engagement in secondary school adolescents behavior adjustment in Morogoro municipal council particularly because adolescents behavior problems were observed to be more tense in Morogoro reflected in poor school attendance, pregnancies in school girls, truancy, drop outs, rebellion and poor results in primary and secondary national examinations results. The study therefore dealt with identifying, measuring, examining and analyzing parameters whose findings may serve as remedies for declining education in Morogoro. Systems perspective was utilized in the study for the fact that student achievement is subject to how well each part and sub-part act upon their responsibilities. Six secondary

schools were involved, entailing three government schools and three private schools, (two of the private schools were religious-based schools). The study involved a population of 48 participants.

1.8 Limitations

The study encountered both procedural and methodological constraints during data collection process, for example, when analyzing the factors that triggered behavior maladjustment among adolescents, the part of teacher-related factors was not well-disclosed. Students were reluctant to disclose information about their teachers out of fear for their safety especially when they felt that the information would ruin the image of the school, In adequate fund in terms of transport, pocket money and stationery was also one of the challenges which delayed the collection data for the study, Some parents who were included as key informants during this study were not quite willing to disclose their personal information such as marital status which was significant to the results of the study. However, challenges were handled as study participants were assured on the confidentiality and the purpose of the study. Where face to face interview proved to cause discomfort for the interviewed students, a different data collection method (open-ended questionnaire) was necessary for obtaining information from students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literatures related to the study, it includes theoretical perspective with regard to the study, survey of issues related to the study objectives the conceptual definitions, a body of theories related to the study and review of empirical literature.

2.2 Theoretical perspective

Adolescence is viewed as a period of “storm and stress” marked by desire to free from to free from parental control while charged with conformity to societal norms (Frieberg, 2008). Exploring teachers engagement in adolescents behaviour adjustment paved way to discovering controversies arising from the fact that schools operate as social systems (Babygeya, 2002). The dependence and integration between sub-parts within the system as well as other systems with environmental forces incorporated in the functioning of education system have considerable influence on students behavior as well as teachers engagement in adolescents adjustment.

2.2.1 Definitions of key terms of the study

This part entails definitions and explanations of the key terms and concepts that were the guide towards the focus of the study.

Adolescence

The term adolescence is defined as a transition from childhood stage to adulthood in individual's life span characterized by rapid physical and psychological changes. According to Hanks, Long & Urdang (1979) adolescence is a period in human development that occurs between the beginning of puberty and adulthood. It is a stage marked by violent and confusing emotional and behavioural spheres in the course of struggling to develop individuality (Aos, 2001). Adolescence is a period of part child hood part adulthood a period when one is deeply involved in discovering

and independent identity (Tapley *et al*, 1985). Adolescence is frequently depicted as a carefree age of physical attractiveness, vitality robust fun, love enthusiasm and activity. However many adolescences find it an extremely difficulty period it is a period when young people undergo changes in growth and development. It is a period of the life cycle when sexual and reproductive maturation becomes evident. (Zanden, 1978) According to Zanden, adolescence is not a single event or a set of events but a crucial phase, long and complex that begins at prenatal stage. Santrock (2009) defines adolescence as a period of rapid physical maturation involving hormonal and bodily changes that occur in the late childhood. According to Santrock, the feature and proportional of the body change as the individual becomes capable of reproducing. It is during adolescence that hormonal and body change takes place and growth spurts occur approximately two years earlier for girls than for boys. Santrock (2008) however asserts that adolescence should viewed as a period for self-evaluation, decision-making and shaping one's path of life rather than period for deviance, rebellion and crisis.

Adolescence Stress

Adolescence stress is referred to as the way body and mind reacts to changes that are accompanied along the period of adolescence. Huli (2014) alerts that the body and mind reactions which occur during adolescence can have significant long and short-term consequences on physical and emotional health as well as immune system and make an adolescent feel depleted. According to Markova (2017), adolescence stress is accompanied with deviant behavior. Eppelmann (2006) states that, stress is relevant for psychological development during adolescence. Studies done in Portland State University reveal that adolescence stress is manifested through bullying, problems with teachers and academic difficulties (Zimmer-Gembeck, 2008). Research on stress during adolescence reveals that adolescence stress is categorized into two namely voluntary (controlled) and involuntary (automatic) (Compas, 2001). Barton (1985) asserts that successful resolution of emotional problems at adolescence determines healthy adulthood, and when adolescents do not get ideal societal support they tend to develop maladaptive emotional and behavioural spheres

resulting in depression, delinquency and suicide. It is important for teachers to provide adolescents with decision-making tools for coping with adolescence stress.

Behaviour

There are different views on the term “behaviour”. Behaviour denotes a manner of conducting oneself; action or reaction of functioning of person or objects under specific circumstance (Hanks, Long & Urdang, 1979). Crain (1992) views behavior is a display of observable emotional reaction such as fear, rage and love. Moreover, behavior is referred to as emotional responses preceded by reinforcement or a result of instruction controlled by verbal commands (Goodman, 1971; Skinner, 1971). Behaviour is classified into two categories, namely individual behavior and collective behaviour. Individual behaviour is the way one carries him/herself based on their self-identity (self-concept, self-image) while collective behaviour is referred as to social action that includes masses of people (Acuff, Allen & Taylor, 1973). In the view of behaviorists such as Skinner, behavior implies responses preceded by reinforcement, therefore most adolescents are driven by reinforcement of their peers as they strive to maintain membership of the peer group, adolescents are being reinforced by collective behavior of the peer group ending up to have effect on individual’s self-identity.

Maladjustment

Maladjustment refers to inability to cope with normal social situations. It implies faulty or bad adjustment. Hanks, Long & Urdang (1979) describe maladjustment in psychological point of view as failure to meet the demand of the society such as coping with problems and social relationships. It is usually reflected in emotional instability.

Behaviour maladjustments

The concept of behavioural maladjustment simply implies failure to adjust to acceptable behavior. Behavioural maladjustment is associated with noncompliance. (Tapley *et al*, 1985). By noncompliance it means unwillingness to comply with established norms and standards. Behavioural maladjustment at the stage of

adolescence is accompanied by conflicting reputation because on one hand adolescents strive for autonomy and identity which is driven by instinctual forces, on the other hand they are charged with societal prohibitions. This concurs with Freud's psycho-analytic theory of personality development which reveal that adolescents vulnerability on failure to adjust emotionally as a result in conflicting reputation.

Freud developed three major systems of personality structure namely, the *Id*, the *Ego* and the *Super-Ego*, whereby the *Id* entails all instinctual impulses as Freud called it "the true psychic reality" which is always in conflict with the *Ego* which entails appropriate transactions with the objective world of reality (things in mind versus things in the external world) and the *Super-Ego* which entails internal values and ideals of society as interpreted to the young by parents, enforced by means of reward and punishment then later incorporated into conscience (Hall & Lindsey,1989). Based on Freud's analysis of personality development, behavioural maladjustment can result from sexual drive or the sexual energy that wells up at the stage of adolescence. (Crain,1992).

Behavioural maladjustment at the stage of adolescence is also a result of "trying out things" or experimenting (Tapley *et al*, 1985). Tapley and his associates reveal that experimentation with drugs as with sex seems to be a normal part of most adolescents whereby in their view, if adolescents are deprived of facts, explicit discussions and good publications about maturity and sexuality, they are vulnerable to adapt and resort to delinquency which is reflected through tendencies such as excessive drug dependence, high rate of truancy and dropping out, lower commitment to job and responsibility, falling grades, learning difficulties, attention disorders, hyperactivity, anxiety disorders, depression, isolation, suicide attempts, violence, early pregnancy, eating disorders and other serious emotional disturbance. In Montessori's view, behavioural maladjustment exhibited in any form of conduct is in indication of lack of task fulfillment. (Crain,1992). According to Montessori, this means that the more or less adolescents are provided with tasks the more or less they are likely to misbehave. This calls for teachers to ensure that students are provided with adequate tasks to prevent them from leaving a room for misbehaving.

2.2.2 Teachers engagement in nurturing adolescents towards acquisition of appropriate behavior

Nurturing means a process of promoting development of a child. It involves nourishing a child's potentials, supporting, training or educating under given environmental factors (Hanks, Long & Urdang, 1979). Teachers engagement in nurturing adolescents towards acquisition of appropriate behavior generally refers to of how well teachers play their role to train, educate, develop and perpetuate acceptable behavior patterns to students under this particular age group.

Omari (1982) asserts that while child development is a genetic predisposition that unfolds as a child grows, environmental forces account for the full maturity and environmental contexts have quantitative effects on how well one matures. Teachers engagement in nurturing adolescents towards acquisition of appropriate behaviour is a process that requires teachers' focus on assisting adolescent students to experience emotional adjustment by portraying ability to develop personality that plays a key role in how to cope, adapt and fit to the flow of events in our day to day lives (Buss & Larsen, 2005). It is reflected in creativity and ability to manage students discipline at both classroom level and outside class under different contexts beyond what teachers covered in their initial teacher training as discovered by Fay & Funk (1995) in their study "*Teaching with Love and Logic*" that, teachers can enhance their discipline management approaches at both classroom level and school level in variety of situations by applying love and logic.

On the part of teachers concern for students' needs, Hoy & Miskel (2008) advocate that just as parents are concerned with their children's needs and just as politicians are concerned with their constituents so must teachers be concerned with personal needs of their students. In that view, teachers have an important role in assisting students to cope with the tides of adolescence so that they can experience this transition stage of adolescence in a rather less violent and confusing way. For instance, according to Santrock (2009), majority of adolescents' tendency which is found to be strong throughout the stage is a sense of being pre-occupied with their body images and creating images of how their bodies look like and if this pre-

occupation is not well altered, it subjects most adolescents to risky sexual behavior as well as physical and mental health problems. Teachers engagement in nurturing adolescents involves how conscious teachers are in detecting the dramatic changes that adolescents experience and help students deal with them. Tapley *et al* (1985) insist on teachers consciousness on the noticeable change in the rate of their students physical growth, mental development, alterations in their mode of thinking, interaction with the surrounding world in terms of what is right and what is not right as well as their role in the society. More than parents, teachers have been found to be the major determinants of students behavior and catalysts of behavior change (Kayondo, 2015) therefore the importance of teachers in the lives of adolescents can neither be simplified nor overlooked.

Proponents of social learning and transformative learning perspectives asserted that “teaching by being” is the most effective teaching technique (Nyerere, 1968) likewise “modeling” contended by Bandura (1986) influences acquisition of certain attitudes, values and behavior patterns to students through observation. Teachers engagement in nurturing adolescents towards acquisition of appropriate behavior goes as far as modification of perception by assisting the youth to individual interest and needs to societal needs (Benard, 1972). The process of nurturing adolescents makes more sense when teachers encourage students to be personally and actively involved along the process of discovering one’s capabilities by nurturing inquiring mind, promoting creative thinking and analytic skills (Bruce *et al*, 2009) for instance giving adolescents a chance to speak up about decisions that affect their lives, help them view themselves as tomorrow’s leaders.

2.2.3 A Survey of issues related to the study

Trends of Behaviour Problems in Childhood and Adolescence

Looking at the trends of behavior problems in childhood and adolescence, research generally suggests two key entry points in the development of behavioural problems which are early childhood and early adolescence whereby each entry point has potentially different factors associated with each trend (Lahey, Waldman & McBurnett, 1999). The most significant behavior pattern which manifests differently

in line with age difference is that attention deficit hyperactivity disorder (ADHD) is more common amongst children, while conduct disorder is more common amongst adolescents (Martin & Carr, 2005).

International longitudinal studies have provided a picture of the changing forms of behavioural problems from early childhood through to adolescence. Richman and colleagues found that 67% of children who displayed externalising behavioural problems (e.g. non-compliance, oppositional behaviours and overt physical and verbal aggression) at age 3 were still aggressive at age 8 (Richman, Stevenson, & Graham, 1982). Similarly, a UK study found that 60% of three year olds with conduct disorders still exhibit problems at the age of eight if left untreated and predict that many problems will persist into adolescence and adulthood (National Institute for Health and Clinical Excellence, 2006). A number of studies have documented that boys who reach the criteria for attention deficit hyperactivity disorder (ADHD) in childhood are at increased risk for conduct disorder and anti-social behaviour in adolescence and early adulthood (Hann & Borek, 2001).

The Australian Temperament Project (ATP), conducted a large scale longitudinal study, which followed approximately 1600 Victorian children from infancy through to 18 years of age, recently released data supporting two different pathways associated with the development of anti-social behaviour in adolescents. The study identified three groups on the basis of self-reported involvement in antisocial behaviour during adolescence. Groups were designated low/non antisocial, persistent and experimental antisocial. Those in the persistent group began to exhibit significantly higher rates of antisocial behaviour from the age of 5/6, increasing until age 11/12 when they began to plateau. Those in the experimental group did not begin to exhibit anti-social behaviour at a significantly higher rate than the low/non anti-social group until 12/13, with these differences increasing until the age of 15/6, when there was a slight downward trend (Ralph & Sanders, 2003). Furthermore, the Columbian College of Physicians and Surgeons, having conducted a longitudinal study across different countries around the globe, identified the intense behavioural problems in adolescents being drugs and liquor. (Tapley et al, 1985). According to

these doctors, 60% of adolescents have tried marijuana, 71% have tried liquor and 90% have smoked cigarettes and that there is heavy but occasional use of cocaine among high school students.

Key entry points to development of behaviour problems

The two key entry points to development of behavior problems seen during the study were early childhood and early adolescence.

Early childhood

Scholars have identified that early foundations laid at childhood determine how the child will adjust emotionally and morally along the process of human development from stage to stage as pioneered by Nyerere that when a child first goes to school at the age of six or seven has had already developed some character traits absorbed through life in the family therefore when assessing students behavior at schools, the strength of the home environment and parents attitudes must not be underestimated. Froebel advocates that family is a focal point for a child's learning whereby a healthy home environment from the stage of childhood is significant for building proper behavioural patterns (Crain, 1992).

Kholberg's analysis on moral development contributed that, in the three stages of moral development namely pre-conventional (egocentric) stage, legal-centric and post-conventional stage, the family largely takes part in the first stage which prevails at childhood. If children's behavior patterns are not well-altered at pre-conventional stage, they are likely to develop maladaptive behavior in the rest of the stages of development (Santrock, 2009). According to Kolvin, Miller, Scott, Gatzanie, & Fleeting (1990), early behavioural problems is a strong predictor of later problems, including psychological difficulties, involvement in crime and antisocial behaviour. Children who exhibit particularly high levels of externalizing behaviour problems early in their lives are at high risk for intensifying to lying, bullying and fighting in middle childhood, and more serious behaviours such as cruelty to animals, vandalism and aggressive criminal behaviours in adolescence (Hann & Borek, 2001).

Children with conduct disorders at a young age are more likely to have higher rates of juvenile offending, substance use and mental health problems in later adolescence (Fergusson & Lynskey, 1998). Current thinking emphasizes a focus on the early primary school years to prevent the development of persistent anti-social behaviour. Erikson's psycho-social analysis on personality development showed that individuals develop healthy personality and healthy behavior by being equipped with skills to master life's inner and outer dangers which largely determined by the surroundings at childhood. If during childhood children are brought up in environment that perpetuates mistrust, shame, doubt, guilt and inferiority they are likely to develop maladaptive patterns such as role confusion, isolation and despair at adolescence and adulthood (Zanden, 1978). Ralph & Sanders (2003) conclude that interventions targeting experiments on antisocial behaviour should focus on the early secondary school years.

Early adolescence

Adolescence is a key stage of life development when children require an understanding of the life challenges they face and need to develop basic skills to cope with difficult emotions. It is a time of increased risk of poor mental health with anxiety, depression, psychosis, eating disorders, and substance misuse becoming more prevalent, as well as an increasing risk of deliberate self-harm and suicidal behaviour (Department of Health & Children, 2006). Some young people begin to exhibit behavior problems during early adolescence. In such cases, entry into conduct problems generally occurs through associations with peers. Externalizing behaviour problems can intensify during this period when peer influences can lead to rule breaking behaviour such as delinquent and anti-social behaviours, substance use, and in some cases, gang involvement and drug dealing (Borek & Hann, 2001). The ATP found that the late onset group who began to engage in anti-social behaviour for the first time in late adolescence did not appear to be associated with a more difficult transition to adult life, but changing behaviour coincided with new friendships with other anti-social young people, psychosocial adjustment problems, substance use and difficulties in relationships with parents and friends (Smart, Richardson, Sanson, Dussuyer & Marshall, 2005). Initial data on these 'late starters' suggests that much of

their anti-social behaviour tended to be non-aggressive and that they are more likely to desist in problem behaviours as they become older. However, other research suggests that some late starters might be involved in highly aggressive and problematic behaviours (Borek & Hann, 2001). UK surveys have shown that up to 90% of parents believe young people's drug use derives from the need to conform with their peer group. However, placing too much emphasis on peer pressure, may lead parents to underestimate their own influence on children, which, though it varies at different ages, has been shown to affect young people's long term behaviour (Oyguard et al., 1999). Targeted supports which highlight the role and influence of parents as well as the risk factors of an adolescent's association with peer groups are therefore essential.

Factors behind behavior maladjustments

Factors behind behavior maladjustments were found to biological and heredity factors and environmental factors, where biological factors included maternal age, maternal smoking and alcohol consumption, child gender, as well as family history of behavior problems; while environmental factors included family structure and processes, parents relationship status, parenting approach, family history of behavior problems, the community, the neighborhood, peer influences and school.

Parent/Child biological and hereditary factors

Adolescence has a biological foundation (Zanden, 1978). Factors such as maternal age and unfavourable prenatal conditions such as malnutrition, health care in terms of prevention and cure of diseases have biological and psychological consequences on the child such as neurodevelopment problems and physical defects, emotional problems such as anxiety, ADHD, conduct disorder and lower cognitive development (Glover, 2013).

Age

Although it is not clear how maternal age is related to child behaviour problems, at least two kinds of variables can be hypothesized as mediators. First having a child earlier in life often restricts maternal educational and occupational attainment and

related life circumstances, such as neighbourhood of residence, that are associated with youth conduct problems and crime (Borek & Hann, 2001). Bradley and Hayes's 2006 study in a disadvantaged area of Dublin found half of all mothers in the area who resided in local authority housing had their first child before the age of 20. 73% which is almost three quarters of these mothers had left full time education by the age of sixteen, while 13% reported difficulty in coping with their child 'sometimes' and 14% reported difficulty in coping with their child all the time'. Research also suggested that less mature women may be more likely to raise their children in ways that foster conduct problems, such as use of harsh and inconsistent discipline (Borek & Hann, 2001).

Maternal smoking/alcohol consumption

Research has consistently associated factors such as low birth weight and maternal smoking or alcohol consumption during pregnancy with later health, education and behaviour problems (Farrington, Sutton, Utting, 2004).

Child gender

Fitzgerald and Jeffers (1994) categorized almost a fifth of the Irish children they studied as behaviourally disordered with twice as many boys as girls classified in this way. Boys are vulnerable in terms of developing conduct and behavioural difficulties and for offending (Kolvin et al., 1990). Anxiety disorders are more common amongst girls and disruptive conduct behaviour amongst boys (Carr & Martin, 2005). According to Santrock (2009), studies across countries from different parts of the world revealed that adolescent males who evaluate their appearances as very important to them, are more likely to engage in risky sexual behavior than girls and studies indicated that 12 – 17 year-old female adolescents encounter psychiatric and behavior disorders such as depression, anxiety and suicide due to negative body image.

Family history of behavior problems

A sizeable body of literature has examined whether the presence of anti-social behaviour, delinquency or criminal behaviour in other family members places children at increased risks for similar behaviours. Much of this work has found increased risk when mothers, fathers, or siblings were rated as more antisocial or had a history of delinquency or criminal behaviour (Farrington, Hawkins, 1991). One UK study found that 63% of boys with convicted fathers were subsequently convicted themselves. Having a convicted parent at age 10 was the most marked predictor of an anti-social personality at age 32 (Farrington, Coid, 2003).

Environmental factors

Having viewed the biological and hereditary factors that determine childhood and adolescence behavior, environmental factors were found to be subject to behavior alterations. Studies by Lawrence Kohlberg, Erik Erikson, Vygostky have proved the role of environment in determining individual's personality in terms of moral, emotional and social development (Zanden, 1978; Crain, 1992).

Prenatal environment

According to Golver (2013), child development depends on interaction between genes and environment, therefore in order to understand child development and the alterations that occur along the process of child development, it must be traced from the period before birth since the key part of that environment is in the womb before a child is born. "Fetal programming" as mentioned by Golver which refers to a changing environment in the womb through sensitive periods of the growth of foetus causing alterations on the development of the foetus ultimately brings effects in the longer term and into adulthood. Golver (2013) affirms that experiences such as maternal anxiety, depression resulting from emotional and physical abuse cause behavioral difficulties in offspring. Fetal and Neonatal Stress Research Group in Imperial College, London conducted a study using the Avon Longitudinal Study of Parents and Children (ALSPAC) and discovered that a child's risk of developing emotional and behavioural problems doubles from 6% to 12% if its mother is stressed, anxious and depressed. The study went as far as examining the underlying

mechanism that causes the association between maternal emotions and the effects that occur to the offspring and found out that there is association between the function of the placenta with maternal anxiety as based on the study, the more anxious the mother is, the less the release of the enzyme that breaks down cortisol which potentially allows more cortisol to pass through the placenta and affect development (Imperial College London, 2013).

Family factors and process

A number of aspects of family interaction can increase the risk of developing behavioural problems from early childhood through to adolescence. Specifically, lower levels of engagement, greater use of invalidation, and harsh and inconsistent discipline have all been identified as causal risk factors for the development of behavioural problems (Borek & Hann, 2001). Links drawn between low educational achievement, unemployment, involvement in crime, poor health, teenage pregnancy, and family factors have further underlined the importance of promoting and supporting positive family experiences (Riordan, 2001). According to Barton (2002), rapid urbanization, family breakdown, excessive or minimal control subject adolescents at risk to adapt unfavourable patterns of thinking and behavior.

Parent's relationship status

Research in relation to the impact of parent's relationship status on child well-being and behaviour is mixed. Haase, McKeown and Pratschke (2003) found practically no significant variation in the well-being of children in four family types, indicating parent's marital status and presence of one or two parents in household do not, of themselves, affect the child's wellbeing and Hobcraft & Kieman (2001) affirmed that evidence in relation to the effects of differing family types on children suggests that the nature of the household is not the most significant factor, but rather the quality of the relationships and the economic resources available to the family. Other studies have shown that a higher proportion of children in lone parent households have scholastic or emotional problems, compared to those living with both parents, but report this to be more likely due to economic circumstances than to parental marital status (McMunn, Nazroo, Marmot, Boreham & Goodman, 2001; Flanagan, 2001).

Based on the fact that it is common for children in sub-Saharan Africa to live apart from either one or both of their parents, whereby historically by 1970, 5.5% of Tanzanian mothers aged 15 or above were divorced or separated and 18% of marriages ended in divorce within 4 years, in 2004 22% to 24% had experienced marital dissolution, 2011 statistics showed that 13% of children in Tanzania do not live with either parent. A longitudinal study conducted within the length of a decade about childhood risk of parental absence in Rufiji, Tanzania through Health and Democratic Surveillance System revealed that children born in two-parent household 40% experienced paternal absence by age 10, children born into single mother households 70% experienced maternal absence by age 10 due to demographic and socio-economic factors which indicates that single parenting (particularly children raised by single mothers) has increased to a large extent in recent years children raised in parental absence whether caused by migration, mortality, fostering, or marital reasons (divorce, remarriage and non-marital childbearing) have encountered both immediate and long-term negative consequences such as morbidity, mortality and poor academic outcomes. Findings indicted that children of divorced mothers had higher mortality and lower school enrollment than children of married mothers (Gaydosh, 2015).

Parenting approach

Bornstein (2012) contends that parenting approach varies from culture to culture, hence in most cases cultural context determines parenting approach. For example, European American parents believe in the value of individual autonomy hence they use suggestions and other indirect means of structuring their children's behavior, while African parents believe in connected interdependence hence they use more direct means such as commands, threats, restraints, as attempts to win their children's attention and respect. Omari (1982) in his observation about the role of parents and significance of socialization at family level in developing societies taking Tanzania as a case study, he contended that, child's psychological being and behavior was largely determined by the way parents socialized with their children. He discovered that in most Tanzanian societies, hardly is there parent-child socialization such as having conversation or discussions, teasing and joking, nor is there consideration for

child's opinion since expression of opinion would mean disobedience. If parents were at all to communicate with their children, the conversation was characterized by threats where parents at large emphasized compliance to traditions, conformity and total submission to authority, fear for spirits of ancestors, and respect for taboos. Such image of a parent results in passiveness, submission and depression to adolescents. However, Roman (2016) having conducted a study on the consequences of apartheid policy and racism in South Africa pointed out that parenting approach was determined by historical background.

Parenting involves readiness to discuss sensitive issues around adolescents' lives as contended by Tapley *et al* (1985) that adolescents look up to their parents for a dialogue however unfortunately parents in most cases do not feel at ease to hold explicit discussions on matters regarding sexual reproductive health as a result adolescents seek details from other sources. During a study on parent-child communication about SRH in rural Tanzania it was found out that the nature of parent-child communication was characterized by warnings and threats, adolescents felt at ease teasing and joking with their grandparents than with their parents.

In assessing parents perceptions about masculinity and femininity, early and unplanned pregnancies, use of condoms and contraceptives as well as HIV/AIDS and other sexually transmitted diseases, the findings indicated that masculinity was linked with prowess while femininity was linked with abstinence until marriage. Communication about premarital sexual relationships and issues such as early and unplanned pregnancies, use of condoms and contraceptives, HIV/AIDS and other sexually transmitted diseases was linked with shame and stigma, it lacked detailed clarifications since communication was not often done by parents unless it was triggered by events like a radio program or death of a villager. The social distance between parents and children determined the degree of closeness, openness, freedom, and frequency of conversation (Fenwick, Stone, Urassa, Wamoyi & Zaba, 2010).

In a study conducted in South Africa about parenting styles the findings revealed that majority of South African families having experienced a history of violence, separation and segregation, single mothers mainly parented their children and child-parent relationship was stronger with mothers than with fathers. The parenting approaches used included authoritative, authoritarian and permissive approaches whereby each of these approaches had effects on children's behavior and adult adjustment. Authoritarian parents shaped, controlled and evaluated their children's behavior by focusing on total submission and obedience imposed with harsh punishment, hence children became discontent, distrustful and exhibited maladaptive behaviors, while authoritative parents used both power and reason and permissive parents showed more warmth and less control which resulted in children's high autonomy and self-esteem but put them at risk of using drugs, alcohol and often exhibit problematic behaviours (Roman, 2016).

According to Bornstein (2012) despite the fact that every culture is characterized and distinguished from other cultures by deep-rooted and widely acknowledged ideas and characteristics which leads to diverse approaches to parenting, research regarding parenting approaches cross-culturally had proven that correspondences in parent-child interaction were similar in different cultural groups. For instance, parents who encouraged their children's development and social engagement had physically developed and morally balanced children, whereas parents who deprived their children of opportunity to explore objects and events in their environment had children that suffered emotional imbalance and behavioural difficulties. Ongoing parental conflict, particularly where it directly involves children increases the risk of poor outcomes for children.

McKeown *et al.*, (2003) found the first and most important process to affect child well-being, as reported by the child, was that of unresolved problems between the child and its parents, including conflicts relating to behaviour (for example, homework, school progress, drinking/smoking), family issues (for example, doing things as a family, communication) and personal autonomy (such as, how much pocket money is spent, boyfriend/girlfriend). Similarly, an Australian study of

parent's experiences of their teenager's behaviour revealed that issues around family conflict and management of emotions featured strongly and were identified as areas where parents wanted assistance (Ralph & Sanders, 2003). Conflict with parents has been found to be strongly associated with contact with anti-social peers and substance use. High levels of positive family relations, parental monitoring, rule setting, and positive reinforcement for appropriate behaviour are associated with less contact with disruptive peers, less engagement in antisocial behaviour and less substance use. A range of parenting skills and attributes are important. A close parent child bond may discourage drug use directly, and choice of non-drug using friends (Crundall, 1993), while low family cohesion may predispose children towards deviant behaviours which parents then lack the influence to control. According to MacKeachie (2002), dialogue between parents and children encourages children to discover themselves and develop a sense of personal contact, self-awareness, and independent mastery of one's life, therefore when there is no dialogue between parents, when parents are too autocratic children develop a tendency of submission to whatever environment brings. Research shows that preschool children who develop attention/hyperactive difficulties experience coercive family interactions and their parents often report disciplinary concerns (Bor, Markie-Dadds & Sanders, 2002). Research also suggests that parents of children with conduct disorder frequently lack several important parenting skills. Predictive longitudinal studies indicate that harsh and inconsistent parenting predicts later youth conduct problems (Chamberlain, Patterson & Reid, 1982).

The neighbourhood

Social factors play an important role in the nurturing process and may place adolescents at an increased risk of emotional and behavioural problems. According to Turner (1987) there is a direct relationship between society and individual and the process of social interaction between individual and community around them has its consequences on the life of an individual. Macionis (2002) states that, human being is a product of society and the organs that make society (such as family, schools, peer groups, the media) have significant influence on human behaviour. Therefore, the neighbourhood one lives in can provide protection, or increase risk. In Kolvin et al's

(1990) study, the surrounding environment was almost as important in predicting delinquency as was family deprivation. In Bradley and Hayes's Ballymun study, 60% of surveyed eleven year-olds reported a problem with crime in their neighbourhood and 68% wished they lived in a different neighbourhood. Other neighbourhood factors cited in research which influence child behaviour include community disorganization and neglect, availability of drugs, general disadvantage in the neighbourhood, high turnover and lack of neighbourhood attachment.

The media

According to Santrock (2008), the media has exposed children to adult world at a very tender age and technological advancement has paved way for today's adolescents to conceive things that were inconceivable at their age 50 years ago. Studies drawn from countries such as the UK, Canada, Kenya and Tanzania have depicted that use of media, especially social media has not only assumed central role in adolescents lives but also become integral part of their lives which has had consequences on their behavior (Ford-Jones & Nieman, 2003; Huesmann, 2007; Ahorlu, Kleeb, Mbelwa, & Pfeiffer, 2014; Nyambunga & Ogwen, 2014; Abdikadir, 2016; Ehmke, 2016).

Ford-Jones and Nienman (2003) from Canadian Pediatric Society conducted a study on the impact of media use on children and youth, the findings revealed that homicide (school killing incidents), aggressive behavior and suicide risks among adolescents were accelerated by depictions of violence, murder and rape aired on the media, for example the incident reported to have been one of the worst killing incidents happened at Columbine High School on April 20th 1999 which claimed the lives of 13 people and 23 people badly wounded was highly perpetuated by media violence. In addition to that, the study showed that adolescents were intimidated by the idols, the role models and popular figures (tall, sexy, slender) they watched on the media. Given the fact that appearance and body image is a matter of concern to most adolescents as said in Santrock (2009), the tall, sexy and slender figures that adolescents view on the media (TV, magazines, internet) had perpetuated an overwhelming impression in adolescents that outward appearance made sense in

their lives, therefore, struggling to transform their body image that matched the images of beautiful celebrities was important in order for one to be esteemed otherwise failure to meet that led to feelings of depression, anxiety, poor self-concept and loneliness. Moreover, the study showed that commercials led to eating disorders especially teenage girls. It was also discovered that unsupervised TV viewing by school-going youth led to poor academic performance as it takes time away from studying. Huesmann (2007) contended that, TV, movies, videos, cellphones and computer networks have disconnected the youth from the family, the neighbourhood, and community, leading to enormous impact on their values, beliefs and behaviours. A study conducted in four locations in Kenya, namely Kisii, Kitui and two other neighbourhoods in Nairobi in collaboration with the UNICEF had included 120 active 12-17 year-olds users of digital and social media and reported that Kenyan teenagers like the rest of the teenagers around the globe had social media as integral part of their lives in which they connect and learn in accordance with their own terms.

The study also reported that explosive rise of social media subjected children and adolescents to risks of violence and abuse contrary to children's right to protection as stated in the UN Convention on Rights of the Child (CRC). Moreover, the impact of social media in Kenya has gone as far as transforming youth into radical tools for terrorism (Abdukadir, 2016). A study on the use of social media among adolescents in Dar-es-Salaam and Mtwara Tanzania which used questionnaires with 60 adolescents and in-depth interviews with 08 students aged 15-19 years reported that adolescents accessed internet mainly through their cellphones where face book was reported to be the most popular internet site and leading source of information about sexual messages and updates shared among adolescents in a form of humorous post, links, clips, portrayed by music and movie stars who depicted up-to-date trends of the modern youth culture. The effects included adolescents participation in violence, low self-esteem, aggression, drug abuse, sexual abuse, academic underachievement and temptations to theft (Ahorlu, Kleeb, Mbelwa & Pfeiffer, 2014). Meanwhile, Nyambunga and Ogwen (2014) reported that computer use among 7-19 year-olds in Kenya increased from 33% in 2005 to 38% in 2007 and

41% in 2009; among 7-10 year-olds only 23% used computers, 36% among 11-14 year-olds, 47% among 15-17 year-olds and 57% among 18-19 year-olds which proved that computer use increased with age whereby the highest facilitator (45%) of internet access among 7-19 year-olds was found to be school and college, followed by 33% cyber cafes, 29% home and the work place facilitated internet access only by 3%. Based on stimulus theory which argues that people need a certain level of physical and mental activity, adolescents proved to be most activated in using media and it was reported that watching TV, viewing videos, playing games and chatting were activities that aroused adolescents optimal state of stimulus the most compared to jogging, swimming, racing. Likewise, based on use and gratification theory which assumes that media users are goal oriented, selecting and using media which best suits them, adolescents selected and used media in ways which best suited their desired leisure and gratified their individual needs.

According to Nyambunga and Ogwen, the growth of the use of social media has paved a way to serious challenges, one of them is that different kinds of information are available to everybody hence the so called “digital generation” has been subjected to vulnerability and risks of adapting unfavourable behavior patterns such as aggression, violence, sexual abuse which affect their well-being, development and deprive youth of enough time for active leisure. The Child Mind Institute (CMI) in close collaboration with the Royal Society for Public Health (RSPH) in the United Kingdom conducted a survey on the effects of social media on teenagers and having interviewed 14-24 year-olds, it was found that the technological inventions that perpetuated easy access to social media and paved a way for online communication have substituted the ways of life that teenagers were accustomed to such as hanging around with their peers.

The findings showed that uncontrolled access to media fostering online communication has not only created a barrier to clear communication such as inability to learn one's body language, facial expression and other forms of vocal reactions but also created a “disconnect” between adolescents and real life experiences since TV, music videos, video games and internet through snap chat,

face book, tweeter and instagram deprived adolescents of opportunity to acquire social skills such as exercising, experimenting, trying out skills, learning how to make friends, evaluating one's strength and weakness on getting along with others hence leading to more anxiety on teenagers and low self-esteem. The 14-24 year-olds interviewed by the RSPH the findings showed that teenagers are masters at keeping themselves busy online and on their phones texting, sharing images and videos, downloading and cyber-bullying whether they had homework or not (Ehmke, 2016).

Peer influences

Practically as children mature into adolescents, peers play a large role in shaping both appropriate and inappropriate behaviours (Tapley *et al*, 1985). The perception that common treatment for deviant youth involved placing them in situations with other deviant youth raised concern on the effect of such placements and motivated a study about peer influence in children and adolescents conducted by Dodge, Gifford-Smith & McCord (2005) aiming at suggesting intervention programs and public policy reform. The study revealed that youth became more deviant through unrestricted interaction with deviant peers. The survey provided an account that minor and index offenses increased over the period of mid-adolescence; extreme prevalence of minor offenses was evident at age 14 and index offenses at age 15. While major focus of peer influenced was placed on adolescents, Hay (2005) went as far as tracing peer relations and their impact from early childhood prior to adolescence. Hay contended that although it has been often assumed that in early childhood family members were more influential than peers, peers had a significant impact in children's lives at much earlier stages of child development than it might have been perceived.

The study showed that patterns of behavior exhibited in peer interaction at early childhood served as indicators of child's emotional balance with peers at adolescence. Three and four-year-olds who had trouble in getting along with their peers had negative consequences in their later social and emotional development. Hay suggests that is important to study early development of peer relations. According to Tome, Gasper de Matos and Alves-Diniz (2012), though peer groups

may have positive results such as developing academic and social skills, they influence adolescents to adapt risky behaviours such as smoking, alcohol consumption, violence, substance abuse, homicide. Tome and colleagues in collaboration with HBSC in Portugal conducted a study about peer influence on adolescents behavior whereby based on social learning theory, the study discovered that adolescents are not only keen in observing and adopting particular pattern of behavior but also keen at observing the acceptability of that behavior in the group in order to be able to opt for similar behaviors such as ways of dressing, speaking, using illicit substances, sexual behaviors, criminal and anti-social behavior. In that view, it was established that adolescents have lower tolerance and higher risk of dependence on peers groups as they seek to maintain membership.

The study discovered that one hand peer groups may serve as a model for influencing positive behavior such as sharing experiences, feelings, learning how to cope with people from different cultural settings, learning conflict resolutions, perpetuating feelings of belonging in school especially in adolescents with reciprocal friendship resulting to good academic attainment, learning to be autonomous whereby the higher the adolescent's autonomy the higher their resilience against group influence , on the other hand peer groups encourage easy access to risky behaviour The study concluded that the less friends with risky behavior, the lower the involvement in risky behavior and the lower the number of friends with risky behavior the better the communication with parents, the better the achievement in school. Albert, Chein and Steinberg (2013) went as far as assessing peer influences on decision-making where they discovered that as adolescents pass through a transition from early to late adolescence, they undergo remodeling of the brain socio-emotional reward system at early adolescence to gradual and prolonged strengthening of cognitive control system at late adolescence hence peers influence on decision-making varies depending on the stage of cognitive development.

According to the findings of the study, at early adolescence, decision-making is vague due to the fact that adolescents are obsessed with peer interaction whereby driven by the socio-emotional system which seeks reward value (such as acceptance

and approval to group norms), they are at a big risk of adopting unfavourable behavior, while as they mature, under favourable environment the cognitive control system matures gradually and decision-making becomes stable because adolescents at this stage have developed capacity to exercise self-regulation even in situations that arouse certain emotions. A study conducted in south eastern Ghana about peer influences on sexual activity among adolescents indicated that adolescent's peer group especially the one having a larger circle of high proportions of older friends or opposite sex friends are at bigger risk to sexual activity. Likewise, it was discovered that adolescents had the tendency of doing what their friends are doing hence the social norms within the group guided their actions. For example, group norms which favoured sex and adolescents who perceived that sexual activity would increase their respect by peer perpetuated sexual activity. Peer influence contributed to early initiation of sex, lack of condom, teenage pregnancies, adolescent childbearing, multiple partners and high risk partners were widespread among adolescents and young adults (age 15-25 years) in sub-Saharan Africa subjecting them to sexually transmitted diseases (HIV being one of them).

School

School can contribute to either minimizing or maximizing behavior problems in two dimensions; first dimension is school as a community for learning and sharing experiences, the second dimension is the role of teachers in handling students.

School as a community for learning and sharing experiences

According to Hoy & Miskel (2008) a school is an educational community in which students learn through cooperative interaction and experience and the kind of school atmosphere has either positive or negative impact on individual's learning and behavior.

The extent to which young people engage with or disengage from formal education and training is crucial to their later experiences and behaviours. Ensuring that children and adolescents remain engaged in the educational system is a crucial first step that can be taken to break the cycle of social exclusion. School may act as an important risk or protective feature in the child's life (Hayes & Kernan, 2001).

School offers the possibility of academic and social success and factors that will influence outcome include socio-economic and family background, IQ, the ability to learn and the school environment (Brazelton, 1992). According to Hoy & Miskel (2008), if a school offers academic success by maintaining a culture of academic optimism through collective efficacy, faculty trust and academic emphasis then it will yield positive impact on students achievement and behavior, meanwhile, when teachers are not empowered to make a difference, when they are trapped by socio-economic factors that breed a sense of hopelessness it affects their role and yields negative impact on students behavior.

The role of teachers in handling students

Teachers are expected to play a vital role in students' transition academically and morally especially during adolescence stage due to the fact that adolescents face difficulties in adjusting and re-adjusting to withdrawal from reliance on parents while at the same time they are not full adults hence most adolescents tend to be confused about their role (Kayondo, 2015). According to Kayondo, proper and careful handling of adolescents such as showing positive attitude towards students, encouraging respectful peer interaction among students in both classroom and outside the class, treating students with consistency by avoiding playing favorites among students and student involvement in decision-making perpetuate positive attributes but contrary to that, adolescents react by becoming deviant.

A study by Jain (2002) on the role of a teacher in helping adolescents develop balanced personality discovered that adolescents develop appropriate character traits when teachers are understanding and attentive to their problems and anxieties by playing a role of a friend, a role model, a guide, a philosopher, and a facilitator but when students feel neglected they easily derail. Taher (2016), basing on Lawrence Kohlberg's perspective of moral development revealed that adolescent students develop moral, emotional and social stability when teachers help them successfully internalize a moral code that they will be able to continue with inside and outside school environment by demonstrating integrity, caring relationship. Wentzel (2002) suggests that teachers taking parent-like role is a significant predictor of students'

academic achievement and desire to master skills. When teachers portray high expectations of their students and trusting relationship, they are more likely to develop strong moral identity, bonding, motivation, capacity to earn high grades, commitment to social activities and responsibility (Gramsci, 1971) whereas teachers failure to assist successful internalization of appropriate moral code leads to behavior problems. Teachers have a role to inculcate and promote emotional intelligence in assisting adolescent students cope with emotional stress. According to Zins *et al* (2004), more than academic intelligence is, emotional intelligence plays a significant predictor of school and life outcome. Goleman (2004) revealed that emotions affect a child's decision-making, memory and attention span. In Goleman's view, emotional intelligence promotes capacity to cope and adjust to new experiences, challenges and expectations that crop up in day to day school life. When students' emotions are suppressed rather than being guided to explore, master and cope with new experiences around them, out of curiosity they may seek information elsewhere which are in most cases incorrect and misleading (Perry, 2015).

The role of district office in supporting teachers

Collaborative relationships between schools and district office are essential for teachers effectiveness and efficiency. According to Marzano (2003) school improvement yielding student academic and moral achievement should be supported and sustained with strong district support. In that view, a considerable attention to the importance of central office (district level) in student and school well-being is required by considering the following measures: Providing effective and stable leadership so as to sustain improvement programs until they are institutionalized, wide system improvement support through timely use of data from various sources, technological assistance in terms of infrastructure, nurturing collaborative relationships by ensuring understanding of school roles and district roles

and managing the impact of the external environment on schools by ensuring that there is no too much intervention from external environment on the standards set by schools.

Failure of the central office to support teachers in schools in terms of developing and maintaining collaborative relationships between schools and district office is likely to result in poor teachers morale and accountability hence poor student achievement academically and morally.

Supporting families as intervention mechanism

Studies done in the UK, US, Asia and Africa (mainly the sub-Saharan Africa) show various initiatives undertaken as intervention mechanisms to support families in the course of minimizing risks of behavior problems. According to Brazelton (1992), given the fact that teachers play a vital role in adolescents lives, parents as well as guardians need more support from teachers in schools and from government agencies to increase awareness about means of handling the changes experienced by adolescents. Parenting is a life-long process and the extent to which support is required varies depending on family circumstances, the stage of development of the child, the number of children, the child's behavior. A child's family system plays an important role in the prevention and treatment of behavioural problems. The child rearing practices of parents are an important part of this dynamic.

It has been well established that children's early experiences are important and that intervention and support for parents in the early years can stimulate children's intellectual, social and physical development (Riordan, 2001). It is worth supporting families in the process of reducing risks of behavior problems during adolescence as Dosani (2006) contended that good parenting protects against psychological problems in adolescence because psychosocial stimulation by parents has long term benefits on emotional and behavioural development of a child. Parent behaviour can set the stage for children to develop and use coping skills that make them more resilient, or on the contrary place them at risk for problems. Preventative work with families has been identified by numerous sources as the most effective means of avoiding severe long term problems (Kamerman & Kahn, 1993; De'Ath, Pugh & Smith, 1994). A particularly effective means of supporting families is to focus on parenting behaviour. Mental health problems can have a significant and adverse impact on children, adolescents, parents and families. It is therefore important that

interventions provide broadly based help for the parents and families of young people with problems as well as the young people themselves (Sawyer et al., 2000). Interventions that have addressed parental engagement (as well as discipline and problem solving) have been successful in decreasing later childhood behaviour problems (Hann & Borek, 2001). The development of effective parenting skills has been considered as the primary mechanism for change in child conduct disorder, through the reduction in the severity, duration and manifestation of the disorder. Since behavioural problems have not been found to be attributable to a single source or situation, interventions for changing these behaviours need to focus on multiple risk factors across multiple settings. Similarly, the relative contribution of individual risk factors may change with development suggesting different targets for interventions at different ages. Behaviours targeted for intervention, as well as the immediate expected outcome from such interventions will therefore differ depending on the age of the child (Borek & Hann, 2001).

Stages of intervention to support parents and children

The age of the child will very often affect the type of support required, however it is never too early to make support available nor is it ever too late. Assertive strategies should be used to engage young people with behavioural problems and their families in treatment. With young children, engagement should target parents. With adolescents, services may directly target teenagers, as well as their parents (Carr & Martin, 2005). Family disorganization and lack of knowledge or motivation may prevent young people and their families from proactively engaging with health and/or other support services. Community based, attractive, accessible, evidence-based training programs may be used as a vehicle for identifying children at risk, and engaging with families of children with problems. A variety of professionals, including family doctors, PHNs, preschool and school staff may all play a role in helping parents engage with such programs (Ibid, 2005). The key intervention stages to prevent, reduce, control or respond to behavioural problems are briefly discussed in this section.

Prevention during pregnancy

Golver (2013) contended that understanding child development begins at the time before birth since the key part of development is in the womb, therefore prevention during pregnancy is worth considering.

Good anti natal preparation is a way of giving parents and children a good start in life and is often delivered through Home Visiting Programs (HVPs). Programs focus on the importance of the early years and the important role parents play in shaping children's lives, and operate on the premise that one of the best ways to reach families with young children is by bringing services to them, rather than expecting them to seek assistance in their communities. Such programs are common in the US and they are supported through a variety of public and private funds. Many programs begin during pregnancy to support parents and focus on better outcomes for parent and child from the onset.

The United Republic of Tanzania through the Ministry of Health and Social Welfare and the Ministry of Community Development Gender and Children work with the UNICEF in facilitating provision of maternal, newborn and child health care as one of the government interventions towards protecting children's physical, mental and emotional health.

Birth to two years

Research literature in child and adolescent behavioural and emotional problems strongly supports refocusing a significant proportion of resources towards an early intervention/prevention model that provides parents with appropriate support and assistance during children's early years (Sanders, 1999). As science becomes more systematic and skilled at diagnosing maladaptive behaviour in children under three and in identifying some of the early warning signs in infants as young as six months, intervention supports for parents of young children are gaining increasing recognition (Farrington, Sutton & Utting, 2006). Parents may be more willing to hold the door open to friendly, non- stigmatizing support and advice when they have young children than at any other time as the Sure Start program has demonstrated (Sutton et al., 2004). Supports for children in this age range also usually take place

through HVPs and evaluations of such programs demonstrate long as well as short-term benefits. Programs send individuals into the home and seek to improve the lives of the children by encouraging changes in attitude, knowledge, and/or behaviour of the parents. The valuable role that trained nurses/health visitors can play is reinforced by evidence that they can successfully deliver programs as varied as screening and support for mothers with postnatal depression (Cooper et al, 2003) and parenting courses for the parents of children with attention deficit (ADHD) disorders (Sutton et al., 2004).

Three to eight years

In objective terms, severe conduct problems are relatively stable and easier to identify by age three. There is also a rich seam of research concerning effective preventive interventions for this age group.

Nine to thirteen

As children reach the ‘cusp’ between the end of primary school and their first years of secondary education, the influences on their behaviour grow increasingly complex. Their relationships with parents are still hugely important, but so increasingly are friendships and the example set by teachers and other significant adults in their lives. They are more aware of the neighborhoods where they live and of messages delivered through television and other media (Sutton et al., 2004). This is also an age group where some children will become involved in ‘early onset’ offending and in under-age smoking, drinking and other substance misuse. In terms of prevention, there is a continuing need for universal services – this is, for example, the age group most likely to benefit from drug and alcohol education, including strategies for resisting negative peer pressure (Ibid, 2004). ‘Whole class’ and ‘whole school’ approaches have also proved effective in reducing the risks associated with anti-social behaviour, for example the Bullying Prevention Project (Sharp & Smith, 1994).

Some interventions for this age group originally evaluated in the US, have been introduced into the UK in recent years. Some have worked through schools or youth organizations to reduce conduct problems, and delay the onset of substance use and/or offending. For example, mentoring programs have sought with varying degrees of success to tackle anti-social behaviour through regular contact with an adult/older peer who befriends a young person and offers them a positive role model. The Big Brothers & Sisters program, working with children and young people from single parent families, has yielded some of the most positive evaluation results to date, in terms of preventing anti-social behaviour (Sutton et al., 2004).

Other interventions make families the main focus for intervention, albeit in a more intensive and age - specific format. Some Youth Offending Teams in England have, for example, made use of the Functional Family Therapy model (Alexander, Barton, Turner, Waldron, Warburton, 1985) when designing programs for use with the Parenting Order introduced by the Crime and Disorder Act, 1998.

Various evaluations of Multi - systemic Therapy (MST) (Henggeler, 1999) are an even stronger indication of the range and depth of service delivery that may be needed to achieve positive results with children from the most dysfunctional and disadvantaged families. Practitioners in London and Cambridge have begun using this approach, which, in the US, is presented as a cost- effective alternative to youth custody (Utting et al., 2004). However, prevention at this level requires the intensive services of a multi-disciplinary team, on call for much of the day, providing a combination of behavioural therapy with tailored support services for the whole family (Henggeler et al, 1998).

School-family partnership initiative

Another intervention mechanism for safeguarding adolescents discussed was regarding parents as integral part of students well-being when they are in school rather than treating parents as mere recipients of whatever decisions made by school administrators. Teachers have a role to help parents engage in identifying children at risk and address behavior problems (Ibid, 2005), meanwhile, according to Nyerere, parent engagement in schools helps students link problem-solving techniques they

have acquired from their home real situations similar with those experienced in school hence reduce maladjustments. Findings obtained from the studies undertaken in Jordan, Thailand, Peru and Burkina Faso indicated that parent involvement was crucial in implementing educational practices and when parent involvement was overlooked it marked failure. In Burkina-Faso for instance, after independence the French experts took charge of running schools independently of local needs and views (parents), similarly in Peru educational practices were run by military force purposefully omitting parents because they were seen to have strong influence and obstacle to military interests therefore the focus was not practically on students well-being but on securing power which in the end proved failure (Haddad & Terry, 1995).

It has been suggested that it is no longer healthy to regard schools as separate entities where a child's well-being is left completely in the hands of teachers and regard parents as intruders (Epistien, 2005; Fullan, 2007). In Tanzania, teacher-parent partnership is practiced in both private and government schools as Marzano (2003) proposed that there are three features for effective school-family partnership. First by establishing effective two-way communication between home and school for example, sending progress reports to parents, receiving feedback from them and organizing regular meetings, second by providing multiple opportunities for parents to volunteer in safeguarding the well-being of students for example by organizing "parents day" where parents can volunteer to shoulder expenses, facilities required in day to day school practices for the well-being of the students and third by creating specific structures that allow parents voice in the governance of school such as parents committees and school boards.

Child protection initiatives: Strategies against child labour, violence, child marriage and teenage pregnancy

A rough childhood characterized by violence, abuse and insecurity marks increased risk of emotional and behavior problems (such as morbidity) during adolescence and beyond (Dosani, 2006). Initiatives to protect children against violence, child labour child marriage and teenage pregnancy have been essential intervention mechanisms

to prevent or minimize risks of behavior problems among adolescents. A cross-sectional study undertaken in Pelotas, Southern Brazil involved 3139 child and adolescent workers from poor areas of the city whereby major occupations were retail (36%) and domestic services (29%). The findings showed that the risk of behavior problems was 2.7 times greater among children compared with adolescents, for instance of every ten children (10-13 years) two showed inadequate schooling which was an indication that beginning to work at a tender age was a risk factor for behavior problems such as prevalence of smoking and alcohol consumption hence concluded that minimum age for admission to employment established by the ILO should be respected (Benvegna, Dall'Agnol, Facchini Fassa & Wegman, 2005). The initiative known as "Not Made by Children" by Global March Against Child Labour under the International Labour Organization (ILO) set strategic interventions against child labour which aimed at sensitizing labour inspectorate on the matter of trafficking children for forced labour and enhance the capacity of labour officials to effectively monitor violations of child labour (Bhatt, 2013.). In 2016, the United Republic of Tanzania in coordination with the ILO, following the National Child Labour Survey, the government established a National Plan of Action to end violence against women and children (Bureau of International Labour Affairs, 2016).

Studies on child violence depicted that ongoing child abuse had consequently led to maladjustments such as hyperactivity, clinging to adult strangers, manipulative behavior to seek attention, suicidal thoughts or self-destructive behavior, poor self-esteem, withdrawal from family, poor school attendance and performance, aggression, and become cold (no reaction) to painful treatment (Oyadhani, Watson & Watson, 2013). According to Frisone (2016) child violence in Tanzania is pervasive yet invisible. Having a majority of children in Tanzania been reported to have experienced violence and abuse without a clear point of contact for support, the 2009 Violence Against Children Survey in Tanzania managed to avail that violence against children was a serious problem in Tanzania where nearly 3 in 10 girls (30%) and approximately 1 in 7 boys (14%) had been reported to experience sexual violence prior to age 18 and almost 75% of both girls and boys were reported to have experienced physical violence before they reached age 18. The report had served as a

wake-up call for the government to establish a point of contact for provision of necessary services across ministries, departments and national agencies as intervention mechanism to support families and individuals that were victimized without their cases ever known or reached health and judicial services for reasons such as stigma, shame, family and community pressure, fear of being isolated from family, low trust in the police, as well as poor response from community leaders and state departments. The Police Gender and Children Desk was one of the specialized units established within police stations to handle gender-based violence and child abuse (Frisone, 2016). In 2014 the government of Tanzania in collaboration with the UNICEF, the European Union (EU) Delegation to Tanzania, Save the Child International (SCI) and Plan International launched a joint child protection initiative to end violence against children in Tanzania whereby in partnership with local authorities and civil society organizations the funds were located in areas such as Kisarawe, Kibaha and Shinyanga rural districts on the mainland as well as the Child Protection Unit under the Department of Social Welfare with the Ministry of Empowerment, Social Welfare, Youth, Women and Children (MESWYWC) in Zanzibar (Ally & Bisin, 2016).

Other interventions were undertaken against child marriage and teenage pregnancies particularly in sub-Saharan Africa and Asia (the middle East) where it was highly practiced. The Human Rights Watch (2015) reported that in sub-Saharan Africa a staggering 40% of girls marry before age 18 whereby research in Malawi, South Sudan, Tanzania, Zimbabwe, depicted that poverty, poor access to education and health services, traditional practices, religious beliefs and weak justice mechanisms accelerated child marriage which deprive adolescent girls from education, good health and freedom from violence. The United Republic of Tanzania through the Ministry of Health and Social Welfare and the Ministry of Community Development, Gender and Children Welfare in collaboration with UNICEF strategies against child marriage and teenage pregnancy with the vision “A society free from child marriage and teenage pregnancy” which calls for all stakeholders’ efforts to ensure effective implementation against child marriage has been another great intervention towards preventing adolescents from risks and dangers. This has been done by educating and

encouraging students to display slogans such as “Save Childhood”, “Stop Child Marriage”. The United Republic of Tanzania opted to invest in educating adolescents which would offer benefits to adolescents themselves by protecting them from violence and promoting adolescents leadership potentials, likewise to their families and to the country which will benefit from their knowledge. Another intervention mechanism to prevent and minimize behavior problems among adolescents included encouraging adolescent participation in decision making based on Tanzania’s Law of Child Act which states “A child shall have the right to express an opinion, to be listened to, and to participate in decisions that affect his or her well-being” (UNICEF, 2011).

2.2.4 Theoretical framework

This part is concerned with stating a theory or theories relevant to the proposed study or showing how the theory is applied in the context of the proposed study. The theories related to this study were Systems Theory and Spencer’s Functionalist Theory.

Systems theory

Systems theory emanates from the concept that organizations are formed by a variety of parts and sub-parts which have specific functions but interrelated and dependent on each other, hence change in one part is likely to result in change in other parts; likewise, proper functioning of one part is likely to result in proper functioning to the rest of the parts of the organization (Babyegeya, 2002).

The general systems theory was originally put to practice in 1928 by a Hungarian biologist Bertalanffy who proposed that a system is characterized by nonlinear interaction of its components and suggested that all systems regardless of their type or level share the same characteristics in order to function as systems (Hoy & Miskel, 2009). Contemporary systems perspectives emerged whereby in the view of Scott (1992) systems were categorized into three perspectives namely, rational system (the machine model) which had its roots in scientific management approach, natural system (the organic model), which had its roots in human relation school of thought

and open system (an integration model). However, according to Hoy & Miskel (2008) the three popular views (rational, natural and open systems) are said to be relatively distinct yet partly overlapping, complementary and partly conflicting.

The significance of Systems theory to this study was due to fact that, schools operate as systems, they are formed of different departments and within those departments there are units (clubs and teams) that are directed towards achieving the stated goal as General Systems Theory suggests that system management creates goal-driven organisms. Systems theory operates on three basic tenets which are patterning, relationships between sub-systems and wholeness.

By patterning, it means consistent and recurring characteristic or trait that serves as identification of a phenomenon as well as indicator for predicting its future behavior (Hanks, Long & Urdang, 1979). According to Zander (1999) patterning entails three processes namely recognition (identifying key things around one's surroundings), repetition (getting accustomed to the surroundings) and layering (internalizing and fitting oneself to ideal position). In the light of systems school, patterning is described in the context of types and pervasiveness of certain behaviors that prevail and found to be common among a certain category of people or organizations (Gamma *et al*, 1995 & Bustchmann *et al*, 1996) whereby based on building architecture and urban planning, Gamma *et al* (1995) and Bustchmann *et al* (1996) viewed patterning in the functioning of organization as a realm for generalized solutions to problems commonly occurring in real life situations.

Wholeness refers to a state of unity, forming a complete and harmonious whole. Hanks, Long and Urdang (1979) define wholeness as the quality of being complete. Corry (1995) describes wholeness in a system as components having channels to all other components, maintaining constant interaction between and among parts and sub-parts. In Corry's view, wholeness in educational or school system contains hypotheses such as; the lower the education system the stronger the wholeness, the stronger the wholeness with constant hierarchical order the higher the integration, the stronger the wholeness in education system, the lower the value of regulation, the

stronger the wholeness in education system with constant hierarchical order the less the efficiency of education system, the higher the independence in education or school system with increased wholeness, the greater the value of state steadiness. Meanwhile, Steiner (1988) views wholeness in education system as a group with affect relations that is, wholeness in education system comprise teachers, students, content, context and negasystem which includes local community (for example parents forming school boards and parents committees, religious institutions, industry, local government, interest groups for instance “HAKIELIMU” in Tanzania). According to Steiner, affect relations pertain to how these components are connected and integrated in the functioning of a system.

The first three study objectives therefore focused on those grounds; to identify common psychological attributes that reflect adolescents behavior pattern, to measure the extent to which teachers engage in adolescents behavior adjustment, to examine factors in education system that determine teachers engagement in adolescents behavior adjustment and the fourth objective was to analyze factors that trigger behavior maladjustments among adolescents. Apart from utilization of systems theory, due to its limitations in explaining adolescents behavior, the study utilized Spencer’s functionalist theory to justified observed theoretical gaps.

Spencer compares functioning of institutions with a human body that as a human body comprises various organs and systems that perform similar or related tasks to make a whole, so do institutions, whereby proper functioning of each organ and system leads to proper functioning of the whole and vi-versa (Turner, 1987). Spencer’s perspective was found to be significant to this study as functionalism focuses on how well each institution within the society plays its role towards accomplishment of the whole. Adolescents do not live in isolation, they are the product of society. Therefore, nurturing adolescents in schools should be successful if other organs beyond teachers were fully concerned with the process. For example, parents, religious leaders offering spiritual services, medical institutions offering health services, trading agencies by considering limits on commercial advertisements and distribution of goods, political leaders through the power of advocacy. Based on

Spencer's perspective, if each of these institutions engaged in their role effectively, such as helping adolescents find answers to adolescents' most troubling questions such as: "*who am I?why am I like this?.....why am I not allowed to hang out with friends as freely as would like?.....*" in order to help them realize themselves, their potentials and become more conscious, then the existence of maladjusted students in schools and to "out of control" behavior would have been minimal.

2.3 Review of Empirical Literature

This entails reports based on relevant studies conducted by other researchers as means of obtaining knowledge and experiences that were established by others. (Msabila & Nalaila, 2013)

2.3.1 Prevalence and occurrence of behaviour problems

Prevalence of mental illness and maladaptive behaviors among adolescents has been rising with time (Cummins, 2006). The World Health Organization (WHO) estimates show that up to 20% adolescents have one or more mental and behavior problems. Studies conducted in different parts of the world show that prevalence of behavioural and emotional problems in adolescents ranges 16.5% to 40.8% and in India it is in the range of 13% to 50% (Beinart, 2002).

Table One presents estimated prevalence rates of behavioural problems amongst zero to eighteen year olds in Ireland. It is estimated that a fifth of the child and adolescent population may suffer from psychological problems at any given time (Cummins and McMaster, 2006), a statistic which is not out of line with other internationally developed countries such as the US, and Canada.

Table 2.1: Prevalence of child emotional and mental health problems (0 – 18)

Disorder	Percentage	Ratio
Psychological Problems	20%	1 in 5
Mental Illness with some impairment	10%	1 in 10
Major Psychiatric Disorder	5%	1 in 20
Mental Illness requiring in patient admission	.5%	1 in 200
ADHD	3 – 5%	1 in 20 to 30
Autism and related conditions	.5 – 1%	1 in 100-200
Mental health problems among children in care	60 – 70%	> 1 in 2
Mental health problems among children in residential	90%	< 1 in 1

Source: Irish College of Psychiatrists (2006) in Cummins, McMaster, 2006

Data from epidemiological studies of psychological disorders in children in Ireland are limited. In 2004, an HSE commissioned epidemiological study of behavioural problems in children screened 3,274 children in Clonmel (representing 74% of all people under eighteen in the area) for mental health difficulties using the Child Behaviour Checklist and related instruments whereby the study found an estimated prevalence rate of 18.71% for at least one psychological disorder in the preceding year. The study found 17% of two to five year olds, 10% of six to twelve year olds and 26% of 13 – 18 year olds screened positive for a mental health problem. Almost half of these (43%) had an anxiety disorder, a quarter had ODD and just over a fifth had ADHD. Slightly more than a tenth had a conduct disorder problem, and one in ten had a mood disorder, alcohol abuse or intellectual disability (Martin & Carr, 2005).

Studies drawn from Nigeria, Tanzania, Gabon and Kenya have revealed that prevalence of behavior problems at adolescence stage was associated with childhood epilepsy. Epilepsy is a disorder of the central nervous system which is characterized by periodic or sometimes frequent loss of consciousness which may be at times or not accompanied with convulsions (Hanks, Long & Urdang, 1979). Studies reflected that children and adolescents with epilepsy were common in developing countries and factors behind prevalence and intensity of behavior problems in children living with epilepsy included socio-economic status and socio-cultural beliefs (Burton,

2011; Osungabe & Siyandabe, 2011; Burton & Rogathe, 2014; Abubakar & Tumaini, 2015; Ategbo et al, 2015 & Burton *et al*, 2015).

A study done in Nigerian rural community through face-to-face interview with 365 people without epilepsy reflected that prevalence of behavior problems in children and adolescents living with epilepsy among African societies were persistent and intensified by myths, misconceptions and misunderstandings about epilepsy in terms of causes, modes of spread as well as modes of treatment.(Osungbane & Siyangbane, 2011). Out of the 365 interviewed people without epilepsy, 74% linked epilepsy with brain disorder, whereas 81% of the 365 participants linked epilepsy with witchcraft, 49.8% linked epilepsy to destiny, 27.8% to heredity and 26.8% to demonic possession. 28.8% believed that epilepsy was spread through saliva, 19.5% believed that sharing utensils led to spread of epilepsy while 12.1% regarded having epilepsy as a result of making fun of a person with epilepsy. The study reflected that traditional treatment was an ideal option as 80.5% showed preference on traditional medicine, whereby the treatment approaches herbs, spiritual exorcism, special cultural diets, charms and sacrificial offerings. Reasons behind such preferences were said to be inadequate medical personnel and facilities, therefore it was evident that incorrect treatment due to cultural beliefs and economic status had jointly intensified behaviour complications among adolescents.

According to Burton (2011), 80% of population living with epilepsy reside in developing countries and approximately half of the population of people with epilepsy occurred during childhood and early adolescence. A community-based cross-sectional study done in Hai district, Kilimanjaro, Tanzania by Burton and Rogathe (2014) from the Kilimanjaro Christian Medical University College, Moshi Tanzania in collaboration with the National Institute of Medical Research in Mwanza Tanzania revealed that 6-14 year-old children diagnosed with epilepsy had severe difficulties in their growth and behavior. Following that study, Burton and her colleagues conducted a three-year follow up study on cognition and behavior of children and adolescents living with epilepsy and the study revealed that 85% of the 33 million children living with epilepsy worldwide lived in low and middle income

countries whereby 62% of the children with epilepsy exhibited behavior problems particularly drug abuse therefore it was evident that the intensity of children living with epilepsy and was associated with socio-economic status (Burton, Gray, Hunter, Newton, Powell, Rogathe & Walker, 2015).

Another community-based cross-sectional study on epilepsy and behavior conducted in two urban areas and four rural areas of Gabon, showed that children with epilepsy exhibit social and psychological difficulties during adolescence that remains insufficiently studied (Ategbo, Dalmay, Druet-Cobanac, Hounsossou, Ibinga, Mouangue, Ngoungou, Olliac & Preux, 2015). Ategbo and colleagues in collaboration with International League Against Epilepsy (ILAE) discovered that out of 317 suspected children with the average age of 8 to 16 who were screened through medical sources and door-to-door survey, 83 children were identified with epilepsy, whereby 12% of them had neurosensory abnormalities, whereas 39.8% of the 83 children diagnosed with epilepsy exhibited sociability difficulties, 45.8% of the 83 identified children with epilepsy (CWE) exhibited anxiety disorders, 49.4% of 83 CWE were diagnosed with cognitive impairment, 42.2% of the 83 children exhibited behavioural disorders. 63% of the children identified with epilepsy attended school on the basis of social skills, specialized medical advice and treatment.

A qualitative study on community perceptions towards developmental and behavioural problems experienced by children and adolescents living with epilepsy in Kenya revealed that childhood epilepsy was common in Africa (Abubakar, Kariuki & Tumaini, 2015). In the study which involved 70 participants, the analysis identified 4 major problematic areas that reflected adverse effects of childhood epilepsy during adolescence such as aggression, temper tantrums, cognitive deficits and academic underachievement.

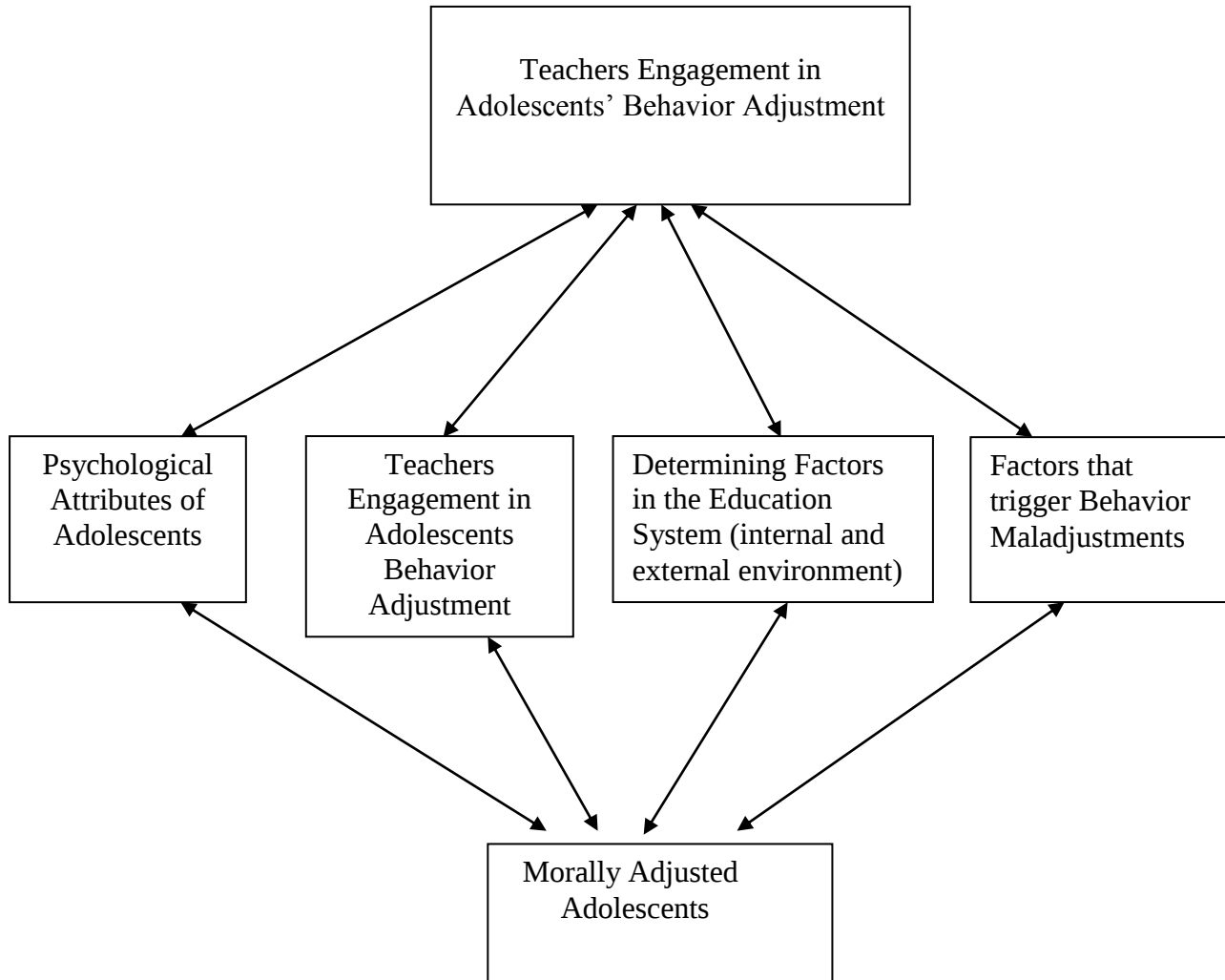
Other studies conducted in Dar-es-Salaam Tanzania with regard to behavior problems in adolescence depicted that drug use, sexual relationships and suicide attempts were common issues among adolescents. In 2011 the drug control commission reported that people addicted to drugs ranged from 150,000 to 500,000

in Dar-es-Salaam whereby Kinondoni and Mikocheni were reported to be the most affected areas (Matowo, 2013; Hamis, 2015 & Yusuf, 2016). Mlyakando (2014) and Shegesha (2015) reported that sexual relationships and suicide cases were common among school going adolescents in Dar-es-Salaam.

2.4 Research gap

Based on reviewed literature, major areas analyzed with regard to adolescents behavior problems rested on factors that perpetuate behavior problems and effects of maladjusted behavior on the lives of adolescents. The questions lies on what is practically done by teachers and other education stakeholders to assist adolescents so that they can experience a less violent transition from childhood to adulthood as a remedy for increasing behavior problems among adolescents. This study explored teachers engagement in adolescents behavior adjustment to justify the observed gap.

Figure 2.1: Conceptual Frame Work Showing Teachers Engagement in Nurturing Adolescents.



Source: Researcher's construct, 2017

2.5 Summary of the conceptual framework

Teachers engagement in adolescents behavior adjustment aims at attaining morally-balanced adolescents by assisting students throughout adolescence stage in two major ways; First, so that they can experience a rather less violent transition from childhood to adulthood. Second, so that they can view adolescence as a critical period for self-evaluation, decision-making and shaping one's life (realizing and identifying one's true identity) rather than a period for rebellion, crisis ,deviance, harm and craving others identity leading to confusion (Santrock, 2008). The

process involves helping adolescents through constant follow up, assistance, support and healthy interaction between students and teachers, students and parents as well as teachers and parents since parents are the representation of the “*negasystem*” in education system as mentioned by Steiner (1988).

Therefore, the framework illustrates that attainment of well-behaved adolescents is a process which is subject to integration between and among components in the education system such as teachers observation on adolescents behavior pattern, , teachers cooperation between and among different departments within school setting and in the external environment for effective engagement in assisting behavior adjustment among adolescents, examining factors in the internal and external school environment that determine teachers engagement in adolescents behavior adjustment as well as awareness on the existing triggers of behavior maladjustment among adolescents since knowing the triggers may pave a way for seeking remedies towards addressing the problem.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the research methodology that was adopted. It specifically covers sections such as, research approach, research design, population, sampling methods, tools of data collection validity and reliability of research tools as well as ethical considerations.

3.2 Research Approach

It is significant to specify the research approach employed in the study whether quantitative (inductive), qualitative (deductive) or mixed design approach.

In this study, mixed approach was employed, that is, quantitative and qualitative approaches were integrated. The mixed approach was used in this study due to the fact that the data was collected, presented and analysed both qualitatively and quantitatively.

Qualitatively approach was used because the study involved observation, explanations, gathering historical information from different studies and sources as means of establishing general facts regarding the chronology or the historical course of behaviour problems and how they are managed, also interpretation by examining cultural aspects such as social interactions, behaviour, perceptions and how adults cope with adolescents.

Quantitatively approach was used because the study involved cross-sectional and longitudinal designs. Exploring teachers engagement in adolescents behaviour adjustment was carried out at one specific point of time that the research was done, meanwhile the study involved longitudinal design because it included facts established from long-term investigations on the trend of adolescents behaviour and the trends of factors that leading to adolescents behaviour problems over a long period of time. In addition to that, data was presented quantitatively using data charts, figures and graphs.

3.3 Research Design

Research design provides an outline of how investigation took place, typically includes how data is to be collected and how instruments were employed, used and intended means for analysing data collected.

The study was school-based, and case study design was employed. Justification behind the choice was that case study design involves in-depth examination of a studied phenomenon, in contrast to a more superficial study of a large sampling. As members of a group to be studied tend to be less heterogeneous, a sample size does not have to be large; it can even be smaller than that in a longitudinal study.

Thus, a case study design was an ideal to the study as it provided fair and accurate information concerning the study that focuses on exploring the extent to which teachers engage in helping adolescents adjust to appropriate behavior.

3.4 Study Population

Population as far as research is concerned, is known as a well-defined group of individuals or objects known to have similar characteristics. In this study, population was categorized in terms of age, gender, and education level. The study sought to obtain data from a total of 48 participants in Morogoro municipal council from six selected secondary schools.

This study involved target population and accessible population. The target population involved teachers, while accessible population involved students whom the researcher could easily access. Since adolescents are all over the places, the choice laid on six selected secondary schools in Morogoro municipal council namely Kihonda Secondary school, Educare secondary school, St. Francis Boys Seminary, St. Ann's Girls Seminary, Kayenzi Secondary School and Nelson Mandela Secondary School were easily accessed.

3.5 Sampling Technique

In this study simple random and stratified sampling method was used to students so as to ensure that each individual had an independent and equal chance of being selected. Also, purposive sampling was used to select the teachers. Teachers with

three to ten year-experience were suitable for the purpose of the study because the study could draw insights from both newly trained teachers with contemporary methodology (competence-based approach) and draw insights from more experienced and how they can be incorporated to achieve the goal.

3.5.1 The sample size

A total of 48 respondents were drawn randomly and purposefully from teachers and students. The sample size for the study were 48 respondents which included 36 teachers and 12 students. Interviews were conducted among the 36 teachers while open-ended questionnaires were distributed to the remaining population that is, 12 students in the study area. A population of 48 participants was seen manageable for the researcher to identify, measure, examine and analyse the studied parameters.

3.6 Research Technique

This refers to the tools that were used by the researcher in collecting data during the research process such as interviews schedule, observation and focus group discussion. Methods of data collection such as interview, observation and open-ended questionnaires were employed. This was due to the nature of respondents attitudes. For example, students were not very comfortable to reveal some information with face to face interview especially when they felt that the information would threaten the reputation of their respective schools.

3.6.1 Interview

The researcher used semi-structured interview which involves the face to face conversation between a researcher and the respondents in the field. The choice of semi-structured interview was based on the idea that it combined the structure of pre-determined issues to be covered with some degree of freedom of informant's expression. (Thomas,2013). Information on behavioural maladjustments and the extent to which teachers engage in helping adolescents adjust to appropriate behaviour required not only pre-determined answers but also some degree of flexibility on participants expression..

3.7 Types of data

3.7.1 Primary data

Primary facts were obtained through interview, open-ended questionnaire and observation to see how much is known concerning adolescents behavior problems and the extent of teachers engagement in assisting adolescents to adjust to appropriate behaviour. Primary data provided practicality of what is actually taking place in schools and in the external environments.

3.7.2 Secondary data

Various documents were reviewed from different sources. This study collected information from books, journals, magazines, schools report and internet which are relevant to this research topic. The secondary data were obtained from offices, libraries. Secondary data provided theoretical perspectives and insights based on others investigations that supported the study.

3.8 Data analysis and interpretation

A researcher edited the collected data obtained from the field in order to detect errors before analyzing those data.

Content analysis was used in this study to analyze the interviews themes. Interviews was coded and analyzed by pen and paper, there after the contents were transcribed. According to Mwiria (1995), content analysis is a technique used to analyse information in a systematic, objective and qualitative manner in order to measure variables.

3.9 Validity

As far as research is concerned, validity refers to ability of research tool (s) to measure what is intended to be measured. According to Rubin *et al* (2000), validity of a research tool suggests truthfulness of the instrument and the measure should also relate to similar measures or predict future behaviour. In that view, pilot testing was done by pre-testing the research tools to check their efficacy. It means that the interview guides and questionnaires were administered to respondents prior to actual study on pilot basis and feedback obtained from the respondents was used as a guide

to adjust the tools in order to make them more precise. The results obtained from the pre-test when compared to data from the actual study validated the study objectives.

3.10 Reliability

Reliability of the study instruments refers to the fact that the study should ensure the tools yield dependable and consistent results. According to Neuman (2000) reliability should indicate that the same result will occur under identical or similar conditions, meaning that the result produced by an indicator should not vary because of the characteristics of the measuring tool employed. In that case, the test-retest method was used to assure the quality of the tools employed in terms of functionality and clarity.

3.11 Ethical Considerations

Ethical considerations entails seeking and obtaining respondents' permission and consent to avail information prior to conducting the study assurance of respondents' safety by observing discretion between interviewer and interviewee. As far as this study was concerned, permission to interview teachers and students in the respective selected secondary schools was sought in writing by the Directorate of Research and Post-Graduate Studies (DRPS) Mzumbe Univesity and it was granted in writing by the Municipal Executive Director of Mororgoro municipality. Accordingly, the researcher sought permission from the study informants individually prior to participation. Based on ethical grounds, no informant was forced to participate, neither was any informant forced to disclose information that they did not wish to divulge. The findings were distributed to the respondents for verification to ensure them that there were no exaggerations on the information gathered from them. Safety and discretion was rest assured as it was agreed that the data obtained be used only for academic purposes, not contrary to that.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The data obtained from the field have been presented both qualitatively and quantitatively. The socio-demographic characteristics of the respondents were analyzed in terms of their personal characteristics which included sex, education level, and age as shown in the tables, the findings on the research regarding teachers' engagement in nurturing adolescents from the selected secondary schools in Morogoro municipal council have been presented in tables, charts. The results included quantitative information from 12 students and qualitative from 36 teachers through semi-structured interview.

4.2 Characteristics of study participants

A total number of 48 respondents were involved in the study out of which 36 were teachers and 12 students from the six selected secondary schools. The number of teachers exceeded that of students based on the fact that the major focus of the study was on teachers, since teachers spend a huge amount of their time with students hence their role is vital as contended by Kayondo (2015) on the role teachers play in handling adolescents. Characteristics of respondents were classified in terms of gender, age and education level as follows.

4.2.1 Gender of study participants

The study sought to find out the gender of the respondents. It captured the gender of the respondents as it appears on Table 4.1

Table 4.1: Gender of the Respondents

Respondents	Frequency	Percentage
Male	22	46
Female	26	54
Total	48	100

Source: Research, 2017

Table 4.1 shows that 46% of the respondents were males, whereby that percentage comprised 6 male students and 16 male teachers making a total of 22 male participants. While 54% of the respondents were females whereby the percentage comprised 6 female students and 20 female teachers making a total of 26 female respondents. Majority of respondents who participated in this study were females compared to males, since female teachers outnumbered male teachers in the visited schools. However, this imbalance of respondents between males and females had no effect on the provision of the required information.

4.2.2 Age of study participants

The study sought to establish the ages of study participants. See the findings displayed in table 4.2.

Table 4.2: Age of study participants

Characteristic	Age Group	Frequency	Percentage
Teachers	45 -60	16	33
Teachers	30 - 45	20	42
Students	13 - 20	12	25
Total		48	100

Source: Research, 2017

The findings of the study showed that 12 students who comprised 25 % of the total number of 48 participants belonged to the age group ranging between 13-20 years of age, while teachers categorised into two age groups, 20 teachers who comprised 42% of the total study population belonged the age group ranging from 30-45 and the remaining 16 teachers who comprised 33% belonged to the age group ranging from 45-60 years of age.

Table 4.3: Respondents Education Levels

Respondents	Education Level	Frequency	Percentage
Teachers	Diploma	14	29
Teachers	Degree	22	46
Students	Secondary Education	12	25
Total		48	100

Source: Research, 2017

Study participants had different education levels. From a total number of 48 respondents which involved 12 students and 36 teachers, the 12 students comprised 25% of the total population had secondary education, while 14 teachers comprised 29% of the total population were diploma holders and 22 teachers comprised 46% were degree holders, hence majority of participants were degree holders. Based on respondents level of education, it could serve as a promising indicator that these respondents could provide relevant information concerning adolescents behavioral adjustments as it is believed that education level is one of the determinants of one's awareness towards various issues around a person's life.

4.3 Objective I

4.3.1 Common psychological attributes that reflect adolescents behavior pattern

The study was interested to reveal common psychological attributes which reflected adolescents' behavior pattern from based on the six selected secondary schools in Morogoro municipality. Adolescence is a period characterized by rapid change and development, as it is the transition between childhood and young adulthood. Changes can be inconsistent and also uncomfortable. Adolescents experience physical, social, as well as personal and emotional changes. Cognitive processes will also begin to differ. The rate at which adolescents experience changes will vary depending on gender, genetic make-up, environmental factors and health.

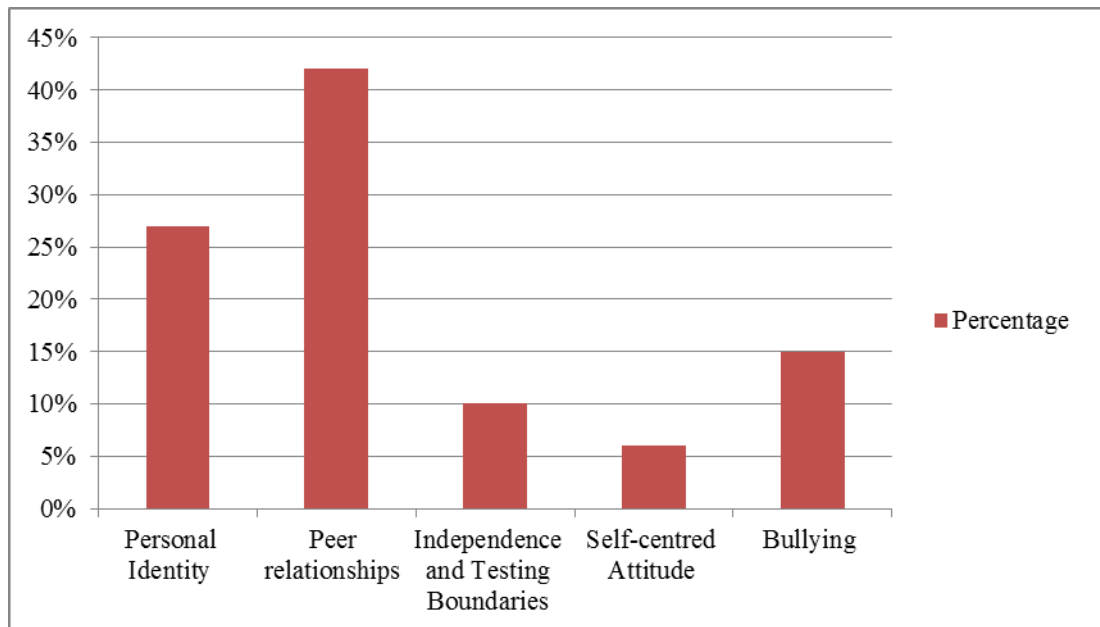
In the course of this study, it was discovered that, the period of adolescence, which lasts approximately from 11 to 21 years, is characterized by several social and emotional changes. These include, exploring and asserting personal identity, peer relationships, independence, self-centered attitudes, bullying and testing rules and boundaries. The stage marks a transition from childhood to adulthood. Adolescence involves a rapid change in behaviors, identity disturbances and strong emotions. The findings on psychological attributes common in adolescence is shown in table 4.4.

Table 4.4: Common psychological attributes that reflect adolescents behavior pattern obtained from the six selected secondary schools

Attribute	Number of Respondents																		Total	Percentage
Personal Identity	Kihonda Secondary School			Kayenzi Secondary			St. Francis Seminary			St. Ann's Seminary			Educare Secondary School			Nelson Mandela Secondary School			13	27
	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total		
	1	1	2	1	1	2	2	1	3	2	1	3	1	1	2	1	-	1		
Peer Relationships	2	1	3	2	1	3	3	2	5	3	2	5	1	1	2	1	1	2	20	42
Independence and Testing Boundaries	1	-	1	1	-	1	1	1	2	1	1	2	-	-	-	-	-	-	5	10
Self-centred Attitude	-	-	-	1	-	1	1	-	1	-	-	-	1	-	1	-	-	-	3	6
Bullying	1	1	2	-	1	1	-	-	-	-	-	-	1	2	3	-	1	1	7	15
Total	5	3	8	5	3	8	7	4	11	6	3	9	4	4	8	2	2	4	48	100

Source: Research 2017

Figure 4.1: Common psychological attributes that reflect adolescents behaviour pattern obtained from the selected secondary schools



Source: Research, 2017

Personal identity

The findings indicated that 13 respondents out of 48 which is equivalent to 27% said that personal identity was common psychological attribute in adolescence. During the study, it was discovered that adolescents tend to explore and assert their personal identities. During this developmental period, teenagers engage in a process of searching for where they fit in with peers and society at large. It is common for adolescents to have an unstable sense of self and try out new personal labels and associate with various peer groups.

The findings above concur with the study done by Kellough (2008) who asserted that adolescents might struggle to define their sexual and gender identity during the teenage years. While these unstable identity issues are a common part of early adolescence, they tend to stabilize between the ages of 19 and 21.

Peer relationships

Data from the field showed that out of 48 respondents, 20 of them comprising 42% said that peer-relationships were associated with most adolescents. Along the study, it was discovered that during adolescence, relationships with peers begin to take precedence over relationships with the family. Although family interactions are still important and essential for a teen's development, adolescents often place a stronger emphasis on their friends' perceptions and values.

The findings above concur with the study done by Mertens, (2007) who asserted that during the adolescent years, teens might be strongly influenced by their peers' beliefs and behaviors. Paired with adolescents' limited life experience and under-developed decision-making skills, teenagers are often vulnerable to negative peer pressure. The findings also concur with the study done by Tapley and his associates (1985) that adolescents tend to drift from their parents and associate with peer groups because they view parents as handing out judgments while withholding information. According to Tapley and colleagues, adolescents vulnerability to negative peer pressure is due to two things; either they are genuinely unaware of the possible results of risky group activities or they simply choose to ignore them.

Independence and testing boundaries

Results from the field indicated that out of 48 respondents, 5 of them comprising 10% of the respondents involved in this study agreed that independence and testing boundaries was common characteristics in adolescence, study findings from the field show that adolescents often test those in authority such as parents and teachers' rules and boundaries. Although this disobedient behavior might seem oppositional to parents, in most cases, this behavior is driven by the adolescent's need to develop autonomy, experience new activities and earn more independence.

The findings above concur with the study done by Scales, (2003) who asserted that Even though teenagers can benefit from testing boundaries during adolescence, they still require rules and boundaries if they are to avoid negative influences and achieve

their potential. Moreover, the findings coincide with Dahrendorf's perspective that society has two opposing sides of conflict and consensus. This perspective substantiate the opposing interests between adolescents and teachers that, while teachers set boundaries in a form of rules, regulations and standards, adolescents strive to pursue freedom which brings the two parties in conflict.

Self-centered attitudes

Self-centered attitude is another attribute found to be common in adolescence and this was supported by 3 participants out of 48 which comprise 6% of the total population involved in this study. Data from the field show that it is often difficult for adolescents to look at circumstances from other people's perspectives. Partly, this is due to their still-developing brain structures. Thus, adolescents might come off as self-centered and focused on their own needs without considering how those needs affect others. The findings above concur with the studies done by Piaget and Kohlberg on moral development. Piaget who linked moral development with the development of cognitive structures contends that from late concrete operational stage to formal operational stage (which lies at the age of adolescence) teenagers tend to develop logical reasoning, abstract and operational thought which makes them strive to develop character of their own ideal standards free from their parents view (Crain,1992). Likewise, Kohlberg, having presented "Heinz Dilemma" to individuals of different age groups during his study on moral reasoning, he contended that adolescents moral reasoning is conventional, based on looking at dilemmas of their own lives in terms of abstractions, reciprocity and justice of individuals. This level of reasoning is what drives adolescents urge to be self-centered.

Bullying

Out of the 48 respondents 7 of them who comprise 15% of the total population agreed that bullying was common in adolescents. Out of the 12 interviewed students, 4 students admitted that physical bullying and cyber bullying in secondary schools by either between upper class students and new comers or among students of the same level was pervasive though not very directly seen hence not properly addressed.

The students expressed that those being bullied do not report out of fear of losing membership in peer group or being threatened by upper class members as a result the bullied students either develop aggressive and violent behavior or develop phobia which consequently affects their personality.

The findings concur with a study by Steel (2016) that although bullying behavior may be found across ages, it is usually occurs among school-aged children and teenagers and it is characterized by a conception that both bully and the bullied understand that the bully is more powerful, bigger, older, stronger, influential (has a big circle of friends). According to Steel, bullying involves hurting, humiliating, exposing, harassing. Some bullying is physical and easily recognized and dealt with but it can as well be done quietly and covertly in a form of gossip, riddles, idioms, on a smart phone, or the internet and sometimes crosses the line into harassment when it is based on race, ethnicity, sex, disability, national origin, social class, resulting in lasting emotional and psychological consequences such as

4.4 Objective II

4.4.1 The extent to which teachers engage in adolescents behavior adjustment

The second objective the study was centered on the extent to which teachers engage in nurturing adolescents as a way of arresting behavioural maladjustments in secondary schools by looking at nature of relationships between and among sub-parts in education system which include teacher- student relationships, teacher- parent relationships, teacher- teacher relationships, teacher- School administration relationships and teacher- local ;

Teacher- student classroom management relationships

Nurturing students begins in the classroom, the management of students behavior in the class. According to Semali & Vumilia (2016) orderliness and safe school environment are dependent upon teachers capacity to manage disruption and chaos in the class by inculcating and perpetuating discipline related behavior.

The findings showed that 5 respondents out of 48 comprising 10% of the total population; 2 of them being students and 3 teachers agreed that classroom management was an ideal factor in nurturing students. Based on the findings, while teachers expressed preference on authoritative classroom management, students appealed to a participatory approach which made them feel part of the responsibility. Adolescents preferred a more democratic approach. This implies the need for flexibility on the approaches employed in the management of discipline in the classroom level since submission does not necessarily mean obedience.

Reward and punishment schemes

Out of 48 respondents, 5 respondents comprising 2 students and 3 teachers making 11% of the total population agreed to reward and punishment schemes as an ideal way of managing behavioural maladjustments. During the interview however, adolescents expressed that there can still be a different and better way of dealing with them besides reward and punishment. Teachers as well expressed that students depicted reluctance to punishment especially with students having ODD (Oppositional Defiant Disorder) as it perpetuated truancy. This concurs with Montessori's school which strongly opposes reward and punishment. In Montessori's view, reward and punishment turn children and adolescents into slaves and submissive to authority since children focus more on approval. Montessori suggests that, in a school context, reward and punishment should be substituted by the teacher's attention. (Crain, 1992) Montessori's view may be considered ideal, however, in Tanzanian context, especially government schools where student enrollment piles up from time to time, while teacher supply remains inadequate, it is not possible to focus only on attention to students. This approach can be applicable in private schools where teacher-student ratio is manageable.

Teacher-student interaction

The study intended to find out to what extent there is interaction between teachers and students, whether communication flow was linear (top down) or diagonal. From the findings, it was discovered that the rate of interaction between teachers and students was moderate. Out of 48 respondents, 6 of them comprising 2 teachers and 4

students which makes 13% of the total population said that interaction between teachers and students was at moderate level. Three of the interviewed students said that teachers were too busy to interact with them as in most cases teachers preferred top down communication [ID# 2, 17 Year old, ID# 1, 15 Year-old, ID# 4, 18 Year-old].

Teacher- student relationship

Out of 48 respondents who were interviewed, 6 respondents comprising 3 students and 3 teachers making 13% of the total population, expressed that healthy teacher – student relationship was necessary factor in nurturing adolescents. Three students [ID# 3, 15 Year-old, ID# 6, 17 Year-old, ID# 7, 14 Year-old] expressed that when teachers were approachable by showing a caring relationship to students needs and embracing parenting-like role as said in Wentzel (2002) students felt free to express their problems, worries, anxieties and dilemmas whereas too strict teacher-student hierarchical relationship paved way for mischief.

This concurs with Hoy & Miskel (2008) that teachers and students have individual (unique) needs which perpetuate personal orientations and cognitive understanding of their roles whereby the needs and motivations are key elements in determining their behavior.

Teacher- parent relationship.

Teacher – parent relationship was found to be one of the vital factors in nurturing adolescents. Out of 48 informants who were interviewed, 7 respondents comprising 15% of the total population; 2 of them being students and 5 teachers agreed that good teacher – parent relationship was an important factor for teachers engagement in nurturing adolescents. Four teachers expressed that it was not healthy for parents to leave matters concerning students completely in the hands of teachers [ID# 4, 38 Year-old, ID# 6, 41 Year-old, ID# 10, 39 Year-old & ID# 8, 33 Year-old].

Schools take measures to establish teacher-parent relationship through school boards, parents committees, parents meetings and parents day.

Based on students expressions, there were indications that parent involvement especially in public schools were low compared to private schools where parents were treated with special consideration bearing in mind that they are ones who determine the well-being of schools especially in this era of liberal market where private schools compete one another unlike public schools [ID# 3, 15 Year-old, ID# 6, 17 Year-old, ID# 7, 14 Year-old].

According to these students [ID# 3, 15 Year-old, ID# 6, 17 Year-old, ID# 7, 14 Year-old], parental responsibilities made parents so busy that the responsibility of child rearing had to be left in the hands of teachers and care givers. The situation was more intense with single parent families. At the same time teachers expressed that parent – teacher relationship in public schools (especially day schools) were not healthy because parents often did not respond positively when they were called for parents meetings, or when they were called to address students discipline matters they differed from teachers and took sides with their children [ID# 4, 38 Year-old, ID# 6, 41 Year-old, ID# 10, 39 Year-old & ID# 8, 33 Year-old].

As the study intended to explore the extent to which teachers engage in nurturing adolescents, based on respondents expressions, there were indications that teachers engaged in nurturing adolescents at different levels whereby the levels of teacher engagement were contingent upon contexts and conditions incorporated along the process. Regarding this particular matter, the researcher did not only rely on the information availed generally by both parties (students and teachers) but also collected information from each party separately in on order to be able to draw a realistic picture of what is expressed and what is actually taking place in schools.

Based on students' expressions, out of the 12 interviewed students, 2 students who comprised 17% showed that teachers were fully engaged in nurturing adolescents, 4 students who comprised 33% of the 12 expressed that teachers were sufficiently engaged in nurturing adolescents, while 6 students comprised 50% expressed that the extent to which teachers engaged in nurturing adolescents was satisfactory as depicted in chapter 4, table 4.6.

Teachers had their concerns pointing particularly at parent involvement in nurturing adolescents as proposed by Marzano (2003) that a child's wellbeing involves effective two way communication between school and home. The major concern included difficulty in making a close follow up of students discipline when the following issues are involved:

First when students are out of reach of teachers (especially day scholars or during holidays) and the home environment does not support development of appropriate attributes instilled at school. For example, a female teacher from Nelson Mandela Secondary School which is located at Kingorwila expressed that fostered children are at bigger risk of being deprived of parental guidance, leading to a carefree As the study intended to explore the extent to which teachers engage in nurturing adolescents, based on respondents expressions, there were indications that teachers are engaged in nurturing adolescents at different levels whereby the levels of teacher engagement were contingent upon contexts and conditions incorporated along the process.

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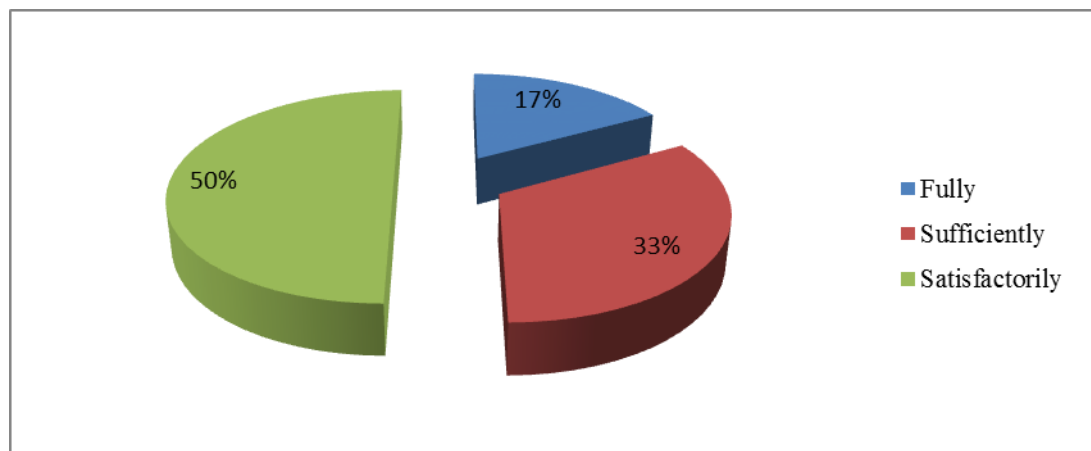
extent to which teachers engaged in nurturing adolescents was satisfactory as depicted on table 4.6

Table 4.5: Data Obtained From Students in The Selected Secondary Schools Showing The Extent to Which Teachers Engage in Nurturing Adolescents

To what extent do teachers engage in nurturing adolescents?	Number of respondents	Percentage
Fully	2	17
Sufficiently	4	33
Satisfactorily	6	50
Total	12	100

Source: Research, 2017

Figure 4.2: Data Obtained From Students In The Selected Secondary Schools Showing The Extent to Which Teachers Engage in Nurturing Adolescents



Source: Research, 2017

Teachers as well had their concerns pointing particularly at parent involvement in nurturing adolescents as according to Marzano (2003) a child's wellbeing involves effective two way communication between school and home. The major concern included difficulty in making a close follow up of students discipline when the following issues are involved:

First when students are out of reach of teachers (especially day scholars or during holidays) and the home environment does not support development of appropriate attributes instilled at school. For example, a female teacher from Nelson Mandela Secondary School located at Kingorwila expressed that fostered children are at bigger risk of being deprived of parental guidance, leading to a carefree life [ID #4, 40 year-old]. This concurs with the study conducted in Rufiji which revealed that parental absence by whatever reason put adolescents lives at stake (Gaydosh, 2015).

Second, when there is no parental concern on students socializing with adults who corrupt innocent minds by involving them in activities popularly known as “*vigodoro*” others socialize in places regularly known as “*vijiweni*”. A female teacher from Kayenzi Secondary School commented that parents were too busy with their jobs and businesses, forgetting their important role in monitoring adolescents’ behavior instead everything is left in the hands of house maids and teachers [ID #5, 38 year-old].

Third, when parents do not monitor TV programs watched by adolescents, and encourage use of cellphones which accelerates adolescents spending so much of their time on social media after class hours whereby in the internet sites such as Facebook, Twitter, Whats App, Instagram there is too much for adolescents’ mind to accommodate. This concurs with the studies by the Child Mind Institute in the UK and the Canadian Pediatric Society in Canada that teenagers are masters at utilizing their time on snap chats, Facebook, twitter, and other internet sites chatting and exchanging images and video clips which subjects them to anxiety, depression, aggression and violence (Ford-Jones & Nieman, 2003; Ehmke, 2018).

Another concern expressed by teachers was when parents were taking sides with their children, not prepared to accept that their children were at fault. A male teacher from Educare Secondary

School commented that there were times when parents are called at school to discuss disciplinary cases of their children but they either do not respond or respond aggressively by condemning that teachers were the ones at fault hence such attitude by parents make teachers feel demoralized [IDI#12, 44 year-old].

Moreover, teachers expressed their concern that when parents exempt from supporting their children's requirements teacher responsibility towards encouraging students' self-esteem becomes heavier hence puts adolescents at risk of adopting unfavourable behaviour patterns [ID#1, 36 year-old; ID#8, 43 Year-old & ID#16, 48 year-old]. It was seen that it was important to have a platform for parents opportunities to support educational requirements at school and in the home in ways that are helpful for the developmental stage of early adolescent children as contended by Marzano (2003) that there should be multiple opportunities for parents to volunteer in the child wellbeing and the wellbeing of school as a whole. On the other hand parent involvement at home could be done by developing assignments that provide a meaningful role for parents to play. During adolescence children are increasingly interested in things like their cultural heritage, their parents' experience while growing up, and their community's history. They are also interested in how people make important life decisions and how people learn from their mistakes. Teachers could take advantage of these interests by giving assignments that involve interviewing one's parents and other community members. This concurs with the study by Tapley and his associates (1985) that adolescents (especially mid-adolescents) seek to perform adult responsibilities.

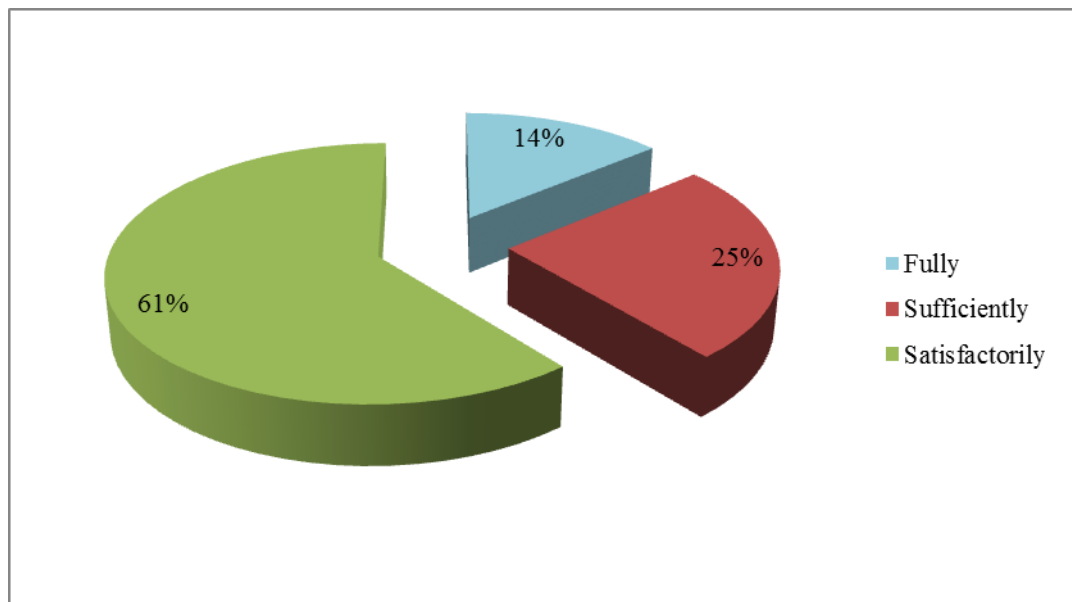
Based on expressions given by teachers, out of 36 interviewed teachers, 5 of them who comprised 14% agreed that there was full parent involvement in nurturing adolescents, 9 teachers who comprised 25% said parent involvement in nurturing adolescents was sufficient, while the remaining 22 teachers who comprised 61% said that parent involvement in nurture ing adolescents was at satisfactory level as shown on the table 4.7

Table 4.6: Data Obtained From Teachers in The Selected Secondary Schools Showing The Extent of Parent Involvement in Nurturing Adolescents

To what extent do parents involve in nurturing adolescents?	Number of respondents	Percentage
Fully	5	14
Sufficiently	9	25
Satisfactorily	22	61
Total	36	100

Source: Research, 2017

Figure 4.3: Data Obtained From Teachers in The Selected Secondary Schools Showing The Extent of Parent Involvement in Nurturing Adolescents



Source: Research, 2017

The findings obtained generally from teachers and students regarding teachers engagement in nurturing adolescents concur with the study done by (Bloom, 1985; Czikszenmihalyi, Rathunde, & Whalen., 1993), that teachers influence children's involvement in their activities through the amount of encouragement they offer, the provision of experiences related to the activity, and advice regarding current and future involvement. Teachers expressed the importance of home environment on child development because if a child never receives initial exposure or encouragement in the activity, it is highly unlikely that talent will be recognized or nurtured.

The psychological environment of the home affects how the child approaches an activity. Based on teachers' concern on the child's initial encouragement from parents, Olszewski, Kulieke, and Buescher (1987) concluded from their literature review on the influence of family environment that parents of talented children tend to value achievement, working hard, success, being active, and developing one's talent. Besides these general values, parents' orientations toward achievement behavior may affect their goals for children's involvement (Brustad, 1992). Parents who hold mastery goals for their children emphasize improving skills, hence they are helpful; while parents with performance goals focus on the demonstration of ability and competition, hence they judge and criticize. For example, Monsaas and Engelhard (1990) found that more competitiveness in the home environment influenced individuals to be more competitive within their talent area. As the child became more involved in the activity, parents provided instrumental support to nurture their child's talent. This included signing them up for classes or teams, paying for lessons, and driving them to practices and games. Parents also supported their children instrumentally by spending time with them in the activity, including listening as they played music, helping them learn their lines, and practicing skills with them. Some parents were also involved with booster clubs, constructing sets for plays, or helping out at concession stands during games.

Teacher-teacher relationships

Out of 48 informants, 6 respondents comprising 11% of the total population; all of them being teachers supported that teachers engagement in nurturing adolescents was also found to be dependent on teacher- teacher relationship existing between one teacher and the other as individuals, as well as teacher- teacher relationship between and among departments. Teacher-teacher relationship suffered when other teachers embraced an "all-knowing attitude" rather than a cooperative attitude which encourages learning from one another's experience [ID# 4, 38 Year-old, ID# 6, 41 Year-old, ID# 10, 39 Year-old & ID# 8, 33 Year-old].

School administrators and subordinate teachers relationships

Out of 48 informants, 8 respondents comprising 17% of the total population pointed that school administrators and subordinate teachers relationship was vital for teachers engagement in nurturing adolescents. A healthy school administration and subordinate teachers relationship based on trust is likely to attain a common goal where the focus lies on surrendering individual interests to general interests for the sake of students and school well-being. Trust relationships between administrators and subordinates are built upon interdependence that is, reliance upon one another (Hoy & Miskel, 2008). Teachers [ID# 22, 42 year-old, ID# 25, 45 year-old, ID# 26, 41 year-old] explained that at times meeting administrators expectations was challenging especially when there was a gap created by mistrust and dissatisfaction between the administrators and subordinate teachers. This concurs with the study by Duskocil (2016) that one of the biggest challenges teachers face in today's world includes maintaining expectations from school administrators while at the same time balancing the different needs of students and helping parents and students meet long-term goals. Likewise, Tschannen-Moran (2001) contended that a culture of trust enhances openness and promotes group cohesiveness. According to Hoy & Miskel (2008) trust in organization is compared with air that its importance is not recognized until it is needed and it is not there.

Teacher –local government officials relationships

In decentralized government, the relationship that exists between teachers and local government officials have an important role on teachers' engagement in nurturing adolescents. Local officials such as ward executive officers ward councilors, village chairpersons, district officers and executive directors work hand in hand with teachers to achieve morally balanced students in schools (Babyegeya, 2001).

Out of 48 interviewed informants, 5 respondents (all of them being teachers) comprising 10% of the total population agreed that teachers engagement in nurturing adolescents involved teacher-local government officials relationships.

4.5 Objective III

4.5.1 Factors in education system which determine teachers engagement in adolescents behavior adjustment

This objective intended to identify factors in the system of education as a whole which determine teachers engagement in the process of nurturing adolescents basing on the six selected secondary schools in Morogoro municipal council. The factors examined included factors within the school and those in the external environment. Factors within the school included; class size, teachers motivation, school leadership style, pupil control ideology, resource availability, and rate of teacher turnover; While factors in the external environment included the existing education policy, community and community controls, legal system, economic state (in terms of provision of grants and facilities) and proximity of schools. These conditions are presented in table 4.7 followed by explanation on each identified condition.

Factors within school which determine teachers engagement in adolescents behavior adjustment

Identifying factors within the school was based on the fact that a school functioning as a system is purpose driven, having self-organizing and self-directing behavior. Getzels & Guba (1957) viewed school organizations as closed systems sealed off from the external world in terms of the internal workings apart from external constraints. Therefore factors within the school focused on the internal workings of schools besides external intervention.

Table 4.7: Factors within School Environment That Determine Teachers Engagement in Adolescents Behavior Adjustment

Conditions	Number of respondents																		Total	Percentage
Class Size	Kihonda Secondary School			Kayenzi Secondary School			St. Francis Seminary			St. Ann's Seminary			Educare Secondary School			Nelson Mandela Secondary School			9	18
	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total		
	2	-	2	2	-	2	1	-	1	1	-	1	1	-	1	2	-	2		
Resource Availability	1	-	1	1	-	1	1	-	1	1	-	1	-	-	-	1	-	1	5	10
Teachers Motivation	2	-	2	2	-	2	1	1	2	1	1	2	2	-	2	1	-	1	11	24
Pupil control Ideology	1	-	1	1	-	1	1	-	1	2	-	2	-	-	-	1	-	1	6	12
School leadership style	2	-	2	1	1	2	1	1	2	1	1	2	2	-	2	2	-	2	12	26
Rate of Teacher loss	-	1	1	-	1	1	-	1	1	-	1	1	-	-	-	1	-	1	5	10
Total	8	1	9	7	2	9	5	3	8	6	3	9	5	-	5	8	-	8	48	100

Source: Research, 2017

Class size

Based on the findings from the field, 9 respondents which comprised 18% of a total number of 48 respondents, identified that the size of a class was a determined teachers engagement in nurturing or handling students. This identification concurs with Babyegeya (2002) who contended that class sizes in many countries in sub-Saharan Africa are very large. According to Babyegeya, although the average pupil-teacher ratio is 45, in sub Saharan Africa the number exceeds 45 and the sizes vary from school to school depending on location of the school and sufficiency of classrooms. Flannery (2010) as well contends that one among big challenges that teachers face in handling students in today's classroom is class size. In addition to that, studies conducted by the Alberta Teachers Association in the US proved that large class size not only puts adolescents at a bigger risk of academic underachievement (especially economically disadvantaged) but also behavior problems as teachers are not in a position to handle each individual student and meet their needs sufficiently (The Alberta Teachers Association, 2017).

Teachers motivation

From the findings obtained, 11 respondents which made 24% of the total number of 48 respondents identified that when teachers were under motivated in terms of feeling their importance acknowledged and appreciated they could not sufficiently engage in handling students matters but rather handle their own matters. The findings concur with what Nyerere (1968) contended that it is the very nature of almost every human being to feel their importance acknowledged, therefore when teachers feel that they can be useful but not important, they react by becoming uncooperative. Likewise, the findings concur with observations by Babyegeya (2002) and Flannery (2010) on teachers motivation in terms of their living and working conditions, financial incentives such as grants and allowances and salaries being paid on time, nutrition and assurance of health services (health insurance), which is done in Tanzania through the National Health Insurance Fund- NHIF and Community Health Insurance Fund-CHIF.

School leadership style

Out of 48 participants involved in the study, 12 of them which made 26% of the total population identified that school leadership style can lead to success or failure of teachers engagement in nurturing adolescents. Where there was strong or weak leadership both teachers and students responded and acted accordingly. The findings indicated a wide range of character (behavior) depending on how leadership styles were perceived between public and private schools since out of the total of 48 respondents, 6 respondents which was 13% from private schools especially religious-based schools (St. Francis and St. Ann's Seminaries) affirmed that strong leadership with rational decisions was ideal for proper functioning of schools including inculcating discipline among students contrary to findings obtained from public and community schools. This is because school leadership is relative, dependent upon the vision, mission and the core values that govern the culture and the standards of a particular school. The findings concur with Hoy and Miskel (2008) that, just as leadership may as hard to define as "beauty" (that is, one cannot define beauty but it is known when seen) so does leadership since it takes different shapes at different levels and contexts. However it generally involves a social influence process in which one individual or a group of individuals exert influence over others in terms of responsibilities and functions. Based on that view, each school had the leadership style considered ideal to its context.

Pupil control ideology

Based on findings 6 respondents who made 12% of the total of 48 respondents reported that the pupil control ideology of the school is a factor that determines teachers engagement in nurturing students. Where there was greater teacher disengagement there was lower morale and students felt alienated.

This concurs with research by Hoy and Miskel (2008) on pupil control orientation whereby these colleagues discovered that pupil control orientation of a school was related to many aspects of school life, including students behavior. In their study they found that schools with a custodial ideology were highly traditional, rigid and highly controlled, with primary emphasis on maintenance of order. Teachers operating

under custodial ideology, worked under close supervision by the administrator, and were made to view a school as an autocratic organization where power and communication was top-down with a rigid pupil-teacher status hierarchy (disengagement from students), students must accept decisions and conform to whatever is imposed to them without question . Such climate not only creates psychological tension between school administration and subordinate teachers which affects team spirit but also creates tension between teachers and students.

Resource availability

In this particular area, out of 48 respondents, 5 of them who comprised 10% of the total population said that availability of resource in terms of human resource and fiscal resources determine teachers' engagement in nurturing adolescents. A male teacher from Kihonda Secondary School commented that the government having implemented the Secondary Education Development Plan (SEDP) should have thought of preparation of specialized trainees in education counseling prior to implementation of the plan who would be supplied in secondary schools for dealing particularly with students behavior so as to relieve teachers of the teaching load they already have [ID#16, 40 year-old]. Inadequate financial resource was also found to be a constraint especially when there was requirement of facilities such as magazines, books, charts, journals, articles and electronic devices such as videos, computers to facilitate learning of special programs such as sex and reproductive health among adolescents.

This is coupled with a study by Bates (2014) that, among other things, inadequacy of resource drives teachers to distraction whereas when resources are sufficiently provided, teachers remain focused on their job.

Rate of teacher turnover

Rate of teacher turnover was among the factors that determine nurturing of students behavior in secondary schools. From the total number of 48 respondents who were interviewed, 5 of them who comprised 10% of the total population agreed that rate of teacher loss in schools was a constraint. One female student commented that when teachers were getting fewer in the school it implied too much responsibility to the

remaining teachers where they find it difficult to reach to each student and attend to their needs (ID#2, 16 year-old).

This concurs with the contention by Miller (2012) that the cost of teacher absence whether in financial or academic terms cannot be overlooked since teachers are the leading school-based determinant of student achievement both academically and morally. Moreover, when the rate of teacher turnover is high, it implies schools obligation to invest considerable resources to attract potential candidates to fill the vacant positions whereby if not filled it enlarges the burden on the few available teachers or hire less qualified teachers which put students at risk of being handled with teachers who lack the knowledge and skills necessary for quality instruction (Scherer, 2003).

Factors in The external environment that determine teachers engagement in adolescents behavior adjustment

Having seen conditions within the school which determine teachers engagement in nurturing adolescents the following are conditions in the external environment. Identification of factors outside school environment was based on the fact that although schools may have self-organizing and self-directing behavior in their internal workings, schools are social systems. According to Babyegeya (2001) and Hoy & Miskel (2008) schools as social systems cannot be studied and understood in isolation of what occurs in the external environment. The conditions that exist in the external environment involve factors that are beyond school control. Schools as social systems, their modes of functioning are affected by the integration and interdependence that exists between schools and the external environment since schools receive inputs (students) from the external environment who go through an educational transformation process to produce graduates who in turn return to serve the community (Babyegeya, 2002; Hoy & Miskel, 2008).

According to Nyerere (1968) the role of values, norms, beliefs, expectations and functioning of the external environment cannot be overlooked or underestimated in determining how schools function.

External factors identified in the study included the existing education policy, community and community controls, legal system, economic state (in terms of financing schools) and proximity of schools as depicted on table 4.8.

Table 4.8: Factors in the External Environment Which Determine Teachers Engagement in Adolescents Behaviour Adjustment

Conditions	Number of respondents																		Total	Percentage
The Existing Education Policy	Kihonda Secondary School			Kayenzi Secondary School			St. Francis Seminary			St. Ann's Seminary			Educare Secondary School			Nelson Mandela Secondary School			14	29
	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total		
	3	-	3	2	-	2	3	-	3	3	1	4	1	-	1	1	-	1		
Community and Community Controls	2	-	2	3	-	3	1	-	1	1	1	2	2	-	2	2	-	2	12	26
Legal System	1	-	1	-	-	-	-	1	1	1	1	2	-	-	-	1	-	1	5	10
Economic State	2	-	2	2	-	2	1	1	2	1	-	1	2	-	2	1	-	1	10	20
Proximity of Schools	1	1	2	-	2	2	-	-	-	-	1	1	-	1	1	-	1	1	7	15
Total	9	1	10	7	2	9	6	2	8	7	3	10	4	1	5	5	1	6	48	100

Based on the findings presented in table 4.8, regarding conditions in the external environment determining teachers engagement in nurturing adolescents was described as follows.

The existing education policy

The findings revealed that the existing education policy was a determining factor for the extent to which teachers engage or disengage in nurturing adolescence and determine the way students are being nurtured. Out of a total number of 48 respondents, 14 respondents who comprised 29% of the total population agreed that the existing education policy determined how students are nurtured in schools.

This concurs with what Nyerere (1968) contended during the implementation of Education for Self-Reliance policy that schools were progressing in line with the policy because teachers engaged in nurturing students to regard education as a tool for liberation rather than a tool for exploitation as it was during colonial rule.

“I have come across a number of secondary schools which are beginning to implement the policies of self-reliance. I am met by school farms or demonstrations of produce; I see numbers of young people at work. I have even come across one school which has run into trouble with NUTA because the boys are now doing almost all their own domestic work so that the school no longer needs to employ servants- This is good!” (Nyerere, 1968)

During the interview, teachers expressed their concern regarding the existing (current) education policy which declares Education For All (EFA) emphasizing implementation of compulsory and free education at primary and secondary schools as it has posed a big challenge in the way students are handled in public schools because teachers are uncontended with handling large pupil enrolment in class [ID#14, 36 year-old; ID#6, ID#9, 47 year-old].

Students (especially in public schools) expressed their concern that the so called “free education” has created a bridge between teachers and parents which has caused teachers to disengage from them and engage in their own activities [ID#4, 16 year-old; ID#8, 18 year-old].

Community and community controls

The community surrounding the school as well as its functioning have been identified that they are among the leading determinants of the extent to which teachers engage in nurturing adolescents in secondary schools, whereby based on findings, out of a total number of 48 respondents, 14 respondents who comprised 26% of the total population agreed that the community surrounding the school has its place in determining teachers engagement in nurturing adolescents.

This concurs with a contention by Campbell *et al* (1971) that schools are surrounded and interact with many “publics” which differ (function) in many ways in terms of occupation, income, politics, religion, affiliation, organizational membership and cultural background which result in a situation that schools (teachers) are dealing with students coming from community which comprise people of different values, understanding and perspectives. According to Campbell and colleagues the beliefs of people in the community determine their perception to school and to education in general in the same way determine the simplicity or complexity, the ease or difficulty of teachers to handle students depending on the established values, beliefs, feelings as well as the mixture of “publics” that forms the school community.

Moreover, Babyegeya (2002) stated that, physically schools are located within residential urban areas and villages, surrounded by people in organized groups such as religious organizations, health centers, trading agencies, educational and non-educational organs which have norms and values that guide the way they interact whereby these norms and values determine how teachers handle their students.

Economic state

Economic state in terms of provision of finances to meet requirements such as teachers wages, allowances, grants as well as provision of learning facilities determine the extent to which teachers engage in nurturing adolescents.

The findings revealed that out of 48 interviewed participants, 10 participants who comprised 20% of the total population said that economic state was a determinant factor for teachers engagement in nurturing adolescents.

This concurs with a study by Knoll (2015) on how the state of economy affects teacher quality and student outcome whereby he revealed that the economic environment in a teacher career impacts teacher's effectiveness positively or negatively, likewise Ordway (2016) contended that teachers and local government leaders are constantly haggling over salaries especially when teachers earn much less than the average salary. According to Ordway, school administrators and government leaders concern towards teacher pay is essential since studies reflect that teacher salaries are linked to teacher retention and better pay seems to draw smarter people to the field and into the classroom hence concluded that teacher salaries impact the types of educators working in schools.

Legal system

From the findings it was revealed that the legal system of a country has its place in determining teachers engagement in nurturing students. Out of 48 respondents, 5 of them who comprised 10% of the total population said that the legal system determines teachers' effectiveness in engaging in their role.

Subject to Global Initiative to end corporal punishment of children, the United Republic of Tanzania had made a law reform necessary to achieve full prohibition of corporal punishment in the home, day care, schools and penal institutions through Article 13 of the Law of the Child Act 2009 in Tanzania mainland which provides for "justifiable" correction, Article 14 of the Child Act 2011 in Zanzibar confirms that children may be disciplined provided it does not lead to serious injury. It was stated that legislation should be enacted to prohibit Corporal punishment in the following areas; early childhood care (nurseries, kindergartens, pre-schools, family centers), in schools (including all public and private educational settings) stipulating that all laws which authorize or regulate corporal punishment in schools must be repealed, including the Education (Corporal Punishment) Regulations of 1979 under the National Act of 1978 in Tanzania mainland.

The appeal was misconceived by both students and parents since it was regarded that students were not to be punished and lived a carefree life which posed a very big challenge for teachers in managing students discipline.

Proximity of schools

The nearness of schools determines teachers' engagement in fulfilling their roles. When teachers are too far from the school premises follow up of students is likely to be poor likewise when day scholars' residences are too far from school they are likely to fall into bigger risks of behavior maladjustments.

7 respondents out of 48 comprising 15% of the total population agreed that proximity of schools determined teachers' engagement and students' behavioral maladjustments.

Students [ID#4, 16 year-old; ID#8, 18 year-old] expressed that day scholars are put at bigger risk especially when they opt to rent rooms on the streets so that they can be near schools. Most students who rented and lived a carefree life at a tender age where there is no parental care or guidance from their teachers ended dropping out of school due to reasons such as truancy, drug addiction, early pregnancies, lack of motivation and lowered self-esteem.

4.6 Objective IV

4.6.1 Factors that trigger behaviour maladjustments among adolescents

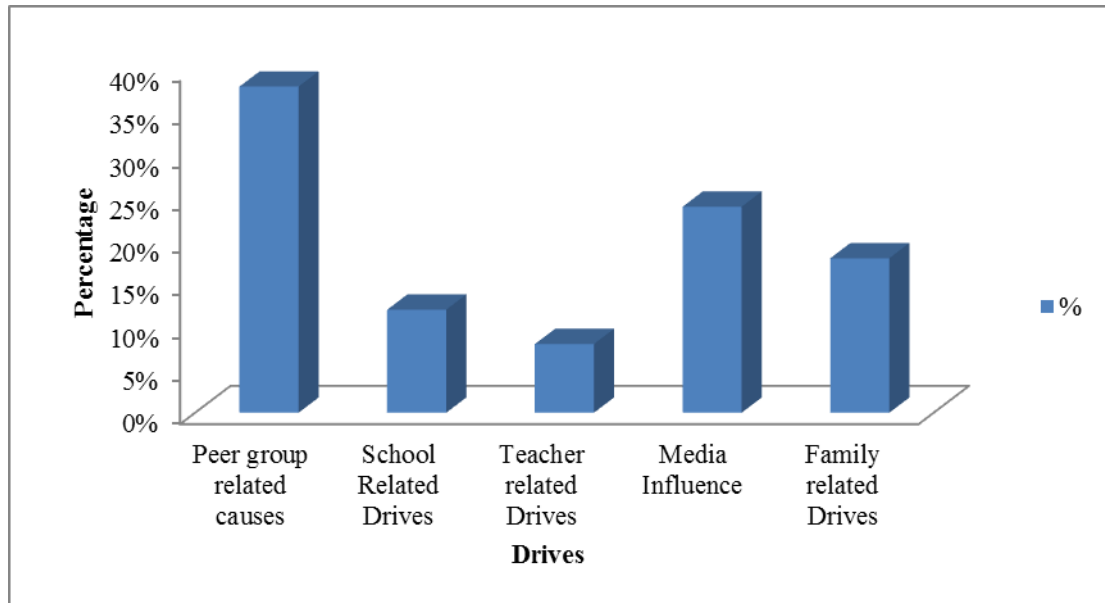
In this research objective, the study was interested to know the existing triggers within the environment that perpetuate behavioural maladjustments among adolescents based on the selected schools in Morogoro municipal council. Before explaining on the causes of behavioural maladjustments, teachers in the study schools stated that maladjustments behavioural refer to a habitual pattern of behaviors which are detrimental to the individual. Maladjusted behavior: 1) is frequent or habitual; 2) is ultimately harmful to the individual, environment, or other persons, and 3) impedes adaptation and healthy development. Individual behaviors are maladaptive only if they occur as part of a consistent pattern. It is quite normal that all children break the rules from time to time, but a maladjusted child does so consistently that its consequences are detrimental to him and even those around him.

Five causes were identified by the respondents involved in this study as family causes, personal causes, teacher-related causes, school related causes and Peer-group related causes as illustrated in table 4.9

Table 4.9: Factors that trigger behaviour maladjustments among adolescents

Drives	Number of respondents																		Total	Percentage
Peer Group-related factors	Kihonda Secondary School			Kayenzi Secondary School			St. Francis Seminary			St. Ann's Seminary			Educare Secondary School			Nelson Mandela Secondary School			18	38
	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total	Teacher	Students	Total		
	2	1	3	1	2	3	1	-	1	1	1	2	4	1	5	2	2	4		
School Related factors	1	1	2	2	1	3	-	-	-	-	-	-	-	-	-	-	1	1	6	12
Teacher-related factors	-	1	1	-	1	1	-	-	-	-	-	-	1	-	1	-	1	1	4	8
Media Influence	1	1	2	1	1	2	1	-	1	1	-	1	2	1	3	2	-	2	11	24
Family Related factors	2	-	2	-	1	1	1	1	2	-	1	1	1	1	2	-	1	1	9	18
Total	6	4	10	4	6	10	3	1	4	2	2	4	8	3	11	4	5	9	48	100

Figure 4.4: Factors that trigger behavior maladjustments among adolescents



Source: Research, 2017

Peer group related factors

Out of a total number of 48 participants, 18 of them who comprised 38% of the total population in the selected secondary schools agreed that Peer-group related causes were the main causes of behavioural maladjustments among adolescents. Teachers from all visited schools reported that peer pressure had significant influence on one's behavior. Parents reported that their children preferred peer group attachment to family attachment. Students themselves indicated to be more comfortable with their peers than with parents and teachers. It was found out that peer group disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Studies show that delinquent youth are more likely to be affiliated with delinquent friends compared to non-delinquent youth (Le Monfared & Stockdale, 2005). Peer pressure refers to the youth's subjective evaluation of peer influence, and this variable has been found to be positively correlated with delinquency (Naggaddya, 2011). Sullivan (2006), for example, found that peer pressure was the strongest predictor of delinquency compared to family factors and childhood emotional and behavioural problems.

Family related factors

9 respondents out of 48 participants who comprised 18% of the total population pointed family related causes as a drive that trigger behavioural maladjustments among adolescents. Family related causes were categorized into two part; in terms of family relations and in terms of family economy whereby as observed in the selected secondary schools in Morogoro Municipality 6 participants out of 48 who comprised 12% of the total population agreed that family economy triggered behavioural maladjustment among adolescents whereas 3 respondents out of 48 participants who comprised 6% of the total population agreed to family relations as being a trigger of behavior maladjustment. The family as an institution has various functions to perform in social, economic and psychological spheres hence social, economic and psychological aspects contribute immensely to maladjusted behaviour in children.

Psycho-Social Causes: Here it entails psychological and social causes. Manh (2003) says that the social problem of one generation is the psychological problem of the next generation. From the study, it was observed that children coming from homes that have been broken due to death, divorce, desertion, separation were often maladjusted in their behavior since they lack parental guidance.. Such children feel insecure and become maladjusted. With the tremendous growth in population, it is extremely difficult for parents to provide even the basic necessities like food, clothing and shelter to their children. It invariably results in greater degree of frustration and hostility amongst them. Other social causes are related to the issues of socialization. For example from this study, different perspectives have been drawn. Students complained that their parents are distant from them and they mainly strive to provide material things and care less about their emotional well-being. While teachers expressed that to a very large extent students are received in secondary schools already maladjusted due to early exposure to adult world at a tender age out of parents awareness either through media or the company the children hang around with. In case of psychological environment, when parents are over-possessive highly authoritative, unrealistic in their expectations incompatible and abusive, this will have an adverse effect upon their children. When the psychological needs are not

met, children get frustrated and develop problems like nail biting fear of dark, lack of self-confidence. Students (especially from day schools) revealed that day to day movements from home to school and vice-versa with transport challenges disturbed their psychological equilibrium when they arrive at school. One female teacher (who is also a counselor from one of the visited schools) who commented on psychological environment created in the family resulting from perceptions, misunderstanding and misconceptions regarding children with disabilities said that if handicapped students or those who had suffered childhood epilepsy were hidden by their parents or when sent to school were mixed in the mainstream and not well handled under special attention, they develop mischievous behaviours such as school phobia leading to inability to cope with other normal children. This is why special education programs have been highly encouraged in order to handle such cases [ID#22, 46 year-old].

That comment by the counselor concurs with the studies conducted in Gabon, Nigeria, Kenya and Tanzania which revealed that peoples' perceptions, misconceptions and misunderstanding regarding the cause, spread and treatment of epilepsy had accelerated behavior problems of children who were victims of the disorder (Burton, 2011; Osungabe & Siyandabe, 2011; Burton & Rogathe, 2014; Abubakar & Tumaini, 2015; Ategbo et al, 2015 & Burton *et al*, 2015).

Economic Causes: The occupational status of parents, problems of unemployment, poverty and low economic status breed maladjustment amongst children. Some students complained against their parents incapability to provide them with adequate needs such as decent clothing, pocket money, and girls complained against parents ignoring their needs as girls. It may seem a light matter but without realizing that adolescents' looks one of their major concern and competitiveness is one of their drives. If adolescents lack the needs they consider important, they become adversely affected. This was mostly reported by female students [ID# 15 year-old; ID# 17 year-old; ID# 18 year-old].

This concurs with a study on multiple risk behavior in adolescence and socio-economic status by Campbell, Heron, Hickman, Kipping and Smith (2014) as they affirmed that patterns of risk behavior during adolescence such as sexual misbehavior, gambling, self –harm, criminality and physical inactivity were subject to socio-economic status of the family in terms of maternal education, household income and parental social class hence concluded that reduction in social class, maternal education or income led to increased multiple risk behaviours.

Teacher related factors

Results from the field indicated that 4 respondents out of 48 participants who comprised 8% of the total population involved in this study agreed that teacher related causes was among the drives of behavior maladjustments among adolescents in the selected secondary schools in Morogoro municipality. If the teacher is unfair, biased or cold and distant from the student it certainly affects the mental health of the children in the school. In addition to that, teachers attitude to regard students indiscipline is not their problem but the problem of their parents retards the efforts towards attaining a morally-balanced adolescents in secondary schools. Students who were interviewed had different opinions. There were students who complained that some teachers are highly authoritative such that they are unapproachable, other students expressed that there are teachers (especially the newly-employed teachers) have lost their credibility as guardians by involving themselves in immoral issues like using abusive language and engaging in love affairs with their students hence they cannot guide or rebuke any immoral act. Furthermore, other teachers were described as too lenient to address discipline cases seriously.....they take everything easy! [ID# 16 year-old; ID# 17 year-old; ID# 18 year-old].

The findings concur with the study by Blazar and Kraft (2017) that apart from students achievement through standardized tests, it is unquestionable that a broad range of attitudes and behaviours are equally important to students long-term success therefore teacher's effectiveness and emotional support count in shaping students behavior. Another study by Derevensky et al (2014) indicated that teacher

unawareness and attitudes regarding risky behaviours such as gambling and substance abuse put adolescents at higher risks of adopting more dangerous attempts.

School related factors

Data from the field show that out of 48 interviewed participants, 6 respondents comprising 12% of the total population in Morogoro municipality supported that school related causes as a trigger of behavioral maladjustments among adolescents. School related drives were categorized into two parts; in terms of school location and student enrolment, whereby 4 respondents out of 48 participants comprising 8% of the total population pointed that school location accelerated behavior maladjustment whereas 2 respondents out of 48 comprising 4% of the total population pointed that student enrolment had contributed to accelerating behavior problems especially when the enrolled number of students were too big for a teacher to manage since discipline management begins in the class in terms of monitoring absenteeism, substance abuse, bullying. It was found out that when growing children do not find ways and means to channelize their energy in a purposeful manner in the school they exhibit in maladjusted behaviour.

Likewise students complained that schools located along the junctions (for instance Kihonda Secondary School) and those located near bus stops and commercial areas are psychologically chaotic due to the kind of surroundings. (Glossaries, bar, chips, pork) perpetuate vulnerability of adolescents maladjustment. On the Historical Account and Review of Fifty Years of Education In Tanzania (1961-2011) the study revealed that the education reforms especially those motivated by external intervention (the World Bank, IMF, UNESCO, namely the SAPs-Structural Adjustment Programs) had had significant influence in leading to establishment of many schools and mass enrolment, contrary to the number of teachers available. The fifty-year historical account of education in Tanzania also revealed that the establishment of ward secondary schools came on the educational scene to rescue a staggering number of children leaving primary school at a tender age from being thrown out of school care.

Having enrolled many students irrespective of the number of teachers available to take good care of them led to students discipline to be out of control due to the following inadequacies; one of them being the enrolled students outnumbered the number of teachers, or other schools literary had no teachers, another reason the teachers trained under “crash programs” are sub-standard, mocked as “*voda fasta*” or “*yebo-yebo*” since they lack proper and adequate teacher training. Hence the intensity of behaviour problems in schools ultimately resulting in mass academic failure as the provided data reveals in the results of Certificate of Secondary Education Examination (CSEE) from 2001-2011 revealed increase in academic failure from 71% in 2001 to 90% in 2011 and in Advanced Certificate of Secondary Education Examination (ACSEE) failure increased from 3.7% in 2001 to 7.9% in 2011. (Anangisye & Ishumi, 2014).

One female teacher (who is also a counselor from one of the visited schools) who commented on psychological environment created in the family said that if handicapped students or those who had suffered childhood epilepsy were hidden by their parents or when sent to school were mixed in the mainstream and not well handled under special attention, they develop mischievous behaviours such as school phobia leading to inability to cope with other normal children. This is why special education programs have been highly encouraged in order to handle such cases [ID#22, 46 year-old].

Free access to media

From the total number of 48 participants, 11 respondents who comprised 24% of the total population agreed that free access to media was among the triggers of behavior maladjustments. Teachers from four of the visited schools commented strongly about the influence that the media has (particularly social media) in determining teachers engagement in nurturing adolescents because the media has made all kinds of information available even those inconceivable to their students age[ID#10, 35year-old male; ID# 21, 43year-old male; ID#19, 44 year-old female]. Furthermore, teachers commented on students perception and misconception on the advocacy portrayed activists and interest groups such as HAKIELIMU through the media(TV,

radio, newspapers, magazines) about the difference between how students are treated in public and private schools as some students used that as a room for rebellion and deviance [ID#3, 46 year-old female; ID#19, 44 year-old female].

This concurs with the studies conducted in different parts such as UK, Canada, South Africa, Ghana, Kenya and Tanzania which reflected that media on the influence media has on adolescents and on how teachers perceive it in handling students (Ford-Jones & Nieman, 2003; Huesmann, 2007; Ahorlu, Kleeb, Mbelwa, & Pfeiffer, 2014; Nyambunga & Ogwen, 2014; Abdikadir, 2016; Ehmke, 2016).

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the results gathered from the field and the interpretation drawn by the researcher based on the findings, as well as the conclusions reached. The chapter incorporates various suggestions and comments given by the respondents during the interview. Findings have been summarized alongside the objectives of the study, conclusions have been drawn from the study and the recommendations for action were also given.

5.2 Characteristics of study participants

The respondents of this study were 48; categorized into two parts namely 36 teachers and 12 students in Morogoro-Municipality to whom questionnaires and interviews were distributed. Among them were students and teachers. Majority of respondents involved in this study were females, that was 26 female respondents out of 48 which comprised 54% of the total respondents whereby, out of these 26 female participants, 20 of them were female teachers who comprised 42% of the total population and 6 of them were female students who comprised 12% of the total population; while male respondents were 22 out of 48 participants who comprised 46% of the total population, whereby out of the 22 male participants 16 of them were male teachers who comprised 33% of the total population and 6 male students who comprised 13% of the total population. This difference in gender was due to the fact that in the visited schools the number of female teachers outnumbered male teachers, however this difference in gender participation was not a hindrance against attaining the specified objectives of the study since the study did not focus on issues pertaining to gender equality or gender sensitivity; moreover discipline management is a responsibility of both sexes.

Age was categorized into groups or intervals, particularly age group of adolescents in which students belonged and that of adults in which teachers belonged. The minimum age interval of respondents was 13-20 years whereby the 12 interviewed students who comprised 25% of the total respondents fell under this age group, followed by two groups of age intervals, that of 30-45 years whereby 20 teachers who comprised 42% of the total population fell under that group and the other was the age interval of 45-60 years whereby 16 teachers who comprised 42% of the population fell under that group.

With regard to education levels, 14 teachers out of a total number of 48 participants who comprised 29% of the total population were diploma holders, while 22 teachers out of 48 participants who comprised 46% of the total population were degree holders and the rest were 12 students out of 48 participants who comprised 25% of the total population had secondary education (particularly Ordinary Level). Teachers who were degree holders outnumbered diploma holders because most of secondary school teachers had pursued degree programs.

Having discussed respondents characteristics based on the findings, the following are the discussions of the objectives of the study.

5.3 Objective I

5.3.1 Common psychological attributes that reflect adolescents behavior pattern

The first objective of the study was to identify psychological attributes that are in adolescence.

Given the fact that there are individual differences and exceptionalities among human beings as contended by Frieberg (2008) each individual is a unique being and that socio-cultural, historical and demographic contexts from which a child is brought up have considerable effect in shaping their personality, making one different from the other, there are features which characterize a certain group in common.

In this study it was discovered that, the period of adolescence, which lasts approximately 11 to 21 years, is characterized by several social and emotional changes. These included exploring and asserting of personal identity, peer relationships, independence, self-centered attitudes, and testing rules and boundaries. The stage marks a transition from childhood to adulthood. Adolescence involves a rapid change in behaviors, identity disturbances and strong emotions. The characteristics found to be common among adolescents are as follows;

Personal identity

Based on findings from the selected schools in Morogoro municipality, 9 respondents out of 32 which is equivalent to 28%; 2 of them being students, 4 teachers and 3 parents, said that personal identity is one of the common characteristics among adolescent. Teachers expressed that adolescents spend most of their efforts in attempting to discover themselves, discover their roles and potentials while parents and guardians expressed that adolescents tend to make decisions even without parental consent. One student expressed:

“When I completed primary school, it just reached a point I felt like I needed privacy, started to isolate myself from my siblings and preferred doing things the way I thought best as a way of discovering my capabilities. I even requested my parents that I should sleep in a separate bedroom” [ID#3, 17 year-old male].

Apart from the expression by the student, a teacher also commented

“Students at this stage are concerned about their looks particularly their uniqueness in the way they dress, the way they walk and the way they speak. They want to be seen and recognized, they seek identity [ID#11, 37 year-old female].

These comments concur with the studies by Tapley and his associates (1985) that, middle adolescents demand space at home, a room or part of the room that is private and also trying out new life skills and choose an adult he or she considers ideal outside the family as a role model.

The implication here is that at this stage, teachers and other care givers whether in homes or penal institutions are subject to detailed and critical analysis of their youngsters by establishing a closer relationship with them so that they may not fall to the wrong role model and develop a deviant character which will end to role confusion as contended by Erikson in his studies on personality development. Erikson contended that adolescence is the stage of role identity versus role confusion as adolescents strive for identity “*who am I?*”

Adolescents try new roles, involve in romantic world and adult status. Therefore, failure to develop centered identity as per adolescents leads to role confusion or delinquent. In addition to that, with regard to personal identity, teachers also express that adolescents are very much concerned with their appearance or their body image and try to look unique. For example shaving styles (like the style popularly known to most youngsters by the jargon “*kiduku*”) dressing styles, walking styles, speaking styles, gestures.

Therefore, in view of personal identity, teachers should closely assist adolescent students to channel appropriate identity through programs such as clubs, seminars, games which provides a platform for adolescents to face easy and difficult situations, praise and criticism. Teachers should encourage task-based learning where students are provided with opportunities to engage and discover themselves in terms of their capabilities, their potentials their weaknesses and how to overcome challenges through the tasks assigned to them.

This can be supported with what was contended by Santrock (2008) that adolescence should not be conceived as a period for rebellion, deviance and crisis, but rather it is a period for self-evaluation, decision making, commitment and finding one’s place in the world (identity).

Peer relationships

Data from the field show that 20 respondents out of 48 participants from the selected secondary schools in Morogoro municipality who comprised 42%; of the total population said that peer relationships was associated with adolescence. Out of 12 interviewed students, 8 students agreed that peer relationships was an ideal attribute during adolescence meanwhile out of 36 interviewed teachers, 12 teachers agreed that peer relationships were very common among adolescents across races. Students expressed how pleased they are when they are allowed to hang with friends, besides family members, play with them, learn from them and compete with them. One student said: *“When I am with my friends I feel at ease to talk about my feelings than when I am with my parents because they are too busy and too rational”* [ID#3, 17 year-old female]

Another student said:

“My friends understand me better than my guardians at home. If I have anything I feel like I want to share I share it with my friends.” [ID#6, 16 year-old female].

The other student commented:

“There are things I feel uncomfortable to disclose to my parents and teachers, I would rather share them with friends especially issues about maturity” [ID# 4, 17 year-old female].

A comment from another adolescent expressed that

“I feel very uncomfortable when I am restricted from hanging and chatting with my friends because there is a lot I learn from them friends and not everything we learn is bad, there are constructive ideas we can get from friends” [ID#7, 17 year-old male].

These expressions and comments from teachers and students concur with studies by Ormrod (2010) and Karakos (2014) that prior to adolescence, a child’s choice of friends and access to friends were highly determined and controlled by parents, but not in adolescence when adolescents begin to choose their own friends and spend more time with them without parental supervision, where they share more intimate

bonds with their friends such as sharing personal secrets and feelings. In addition to sharing secrets and feelings, teenagers look for social acceptance connect with other teens having similar problems a Teachers commented on parents' complaints over teenagers tendency to drift from their parents and partner with outsiders. Teachers expressed that it is quite normal for adolescents to form groups that share common values, beliefs, attitudes and ideals and failure to attach to group can lead to isolation and depression as contended by Erikson regarding *Intimacy versus Isolation*. (Zanden, 1978)

These expressions from the adolescents, parents and teachers concur with the study by Tapley (1985) and his associates that, interests of most adolescents (especially at early adolescence) tend to conform to those of the peer group as a whole. And it is from these groups that youngsters develop personal tastes and in the end define their personality at late adolescence.

This implies that there is no sufficient awareness on parents about the motivation behind adolescents engaging in peer interaction, therefore through school-family partnership, teachers have the role to educate parents to understand that forming groups is a very common drive during adolescence. In fact, as it is evident in the findings, peer relationships happen to be the leading psychological attribute during adolescence. Children who are deprived of peer-relationships develop serious personality disorders. Therefore, teachers should not be too restrictive and over-protective, instead they should be collaborative in making a careful follow up on the type of groups their youngsters associate with since peer groups have powerful influence on individual's personality. Teachers should not restrict peer relationships; instead they should encourage peer interactions which are more constructive and collaborative towards academic achievement and moral wellbeing. Studies have also revealed that meaningful peer groups can yield positive results such as developing interpersonal understanding (Ormrod, 2010). Moreover, peer groups if well channeled and monitored can play a role of advocacy through peer support among students in recovery from drug and alcohol use (Karakos, 2014).

Independence and testing boundaries

Results from the field indicated that 5 respondents out of 48 participants which makes 10% of the total respondents; 4 of them being teachers and 1 student involved in this study expressed that independence and testing boundaries is common to most of the adolescents. Adolescents seek autonomy, contrary to prevailing societal prohibitions. The true psychic reality as Freud termed it the *Id* comes to conflict with the ideals and values of society the *Ego* and *Super Ego* (Crain, 1992).

Teachers reported to receive complaints from parents that their youth do not want to comply with established rules and moral standards. Moreover, teachers expressed that at early adolescence (13-16 years) is typically the period when the struggle for autonomy and independence is most overt. This explains the prevalence of extraordinary mischiefs and misbehavior in most form two and form three students because the more they are restricted, the more they strive for independence and the more family values, rules and choices are challenged. In middle adolescence demand for independence increases, they seek to free from parents domination to establish a life of their own.

This concurs with the study by Frieberg (2008) that issues which commonly arise in middle adolescence center on questions of autonomy and limit-testing for instance; how late to stay up, where to go out and with whom, when to return, and who is control of spending money. Views and frameworks may be given to teachers, on how to deal with this challenging characteristic of independence and limit-testing, however whether these established frameworks yield the expected results or not is still questionable due to inability to predict individual's future actions and this is where Simon's perspective on decision-making has to be highly acknowledged as he contended on the need for critical and detailed analysis on issues rather than leaning on "*utopian tranquility*". In case of dealing with such behavioural challenge, a critical analysis should be made in terms of customs, traditions, social strata and how they affect people's attitudes, perceptions, conceptions and behavior rather than resorting to what Dahrendorf calls "*utopian tranquility*" of thinking that the youngsters behavior is molded by simply compelling them to conform to rules.

Independence and limit-testing is extremely an instinctual drive and its intensity can vary from context to context. Therefore a contingent approach can be considered as way of managing this attribute.

Self-centered attitudes

Self-centered attitudes characterize adolescents in common. From the selected secondary schools in Morogoro Municipality, out of 48 participants, 3 respondents (all of them being teachers) who comprised 6% of the total population agreed that self-centered attitudes are common among adolescents.

Data from the field show that it is often difficult for adolescents to look at circumstances from other people's perspectives. Partly, this is due to their still-developing brain structures.

Thus, adolescents might come off as self-centered and focused on their own needs without considering how those needs affect others. The findings above concur with the studies done by Piaget and Kohlberg on moral development. Piaget who linked moral development with the development of cognitive structures contends that from late concrete operational stage to formal operational stage (which lies at the age of adolescence) teenagers tend to develop logical reasoning, abstract and operational thought which makes them strive to develop character of their own ideal standards free from their parents view. (Crain,1992). Likewise, Kohlberg having presented "Heinz Dilemma" to individuals of different age groups during his study on moral reasoning, he contends that adolescents moral reasoning is conventional, meaning that they acquire the ability to look at dilemmas of their own lives in terms of abstractions, reciprocity and justice of individuals. This level of reasoning is what drives adolescents urge to be self-centered.

Therefore, the implication is that in order to minimize this attitude among adolescents, teachers should be encouraging cooperative learning among students in ways that students can share experiences and develop a sense of togetherness and belongingness.

Bullying

Out of the 48 respondents 7 of them who comprise 15% of the total population agreed that bullying was common in adolescents. Out of the 12 interviewed students, 4 students admitted that physical bullying and cyber bullying in secondary schools by either between upper class students and new comers or among students of the same level was pervasive though not very directly seen hence not properly addressed. The students expressed that those being bullied do not report out of fear of losing membership in peer group or being threatened by upper class members as a result the bullied students either develop aggressive and violent behavior or develop phobia which consequently affects their personality.

The findings concur with a study by Steel (2016) that although bullying behavior may be found across ages, it usually occurs among school-aged children and teenagers and it is characterized by a conception that both bully and the bullied understand that the bully is more powerful, bigger, older, stronger, influential (has a big circle of friends). According to Steel, bullying involves hurting, humiliating, exposing, harassing. Some bullying is physical and easily recognized and dealt with but it can as well be done quietly and covertly in a form of gossip, riddles, idioms, on a smart phone, or the internet and sometimes crosses the line into harassment when it is based on race, ethnicity, sex, disability, national origin, social class, resulting in lasting emotional and psychological consequences such as low self-esteem.

Based on findings, out of 12 interviewed students taken from the six selected secondary schools, 5 students from public schools agreed that bullying was common in their schools, while none of the students from religious-based schools (the seminaries) agreed to that. This implied that bullying among adolescents in public schools was more evident than in religious-based schools.

This analysis concurs with a study by Brito and Oliveira (2013) on bullying and self-esteem in adolescents from public schools whereby in analyzing the prevalence of bullying according to gender, age, race, social class, ethnicity role in bullying situations and levels of self-esteem, it was discovered that the prevalence of bullying in public schools was 67.5% and also identified that there was association between bullying and gender and self-esteem.

Therefore, there is a need for teachers to conduct further and critical analysis on the nature of bullying and the lengths of its effects as well as having serious measures taken to arrest the situation for the well-being of students.

5.4 Objective II

5.4.1 The extent to which teachers engage in adolescents behavior adjustment

The second objective the study was centered on the extent to which teachers engage in nurturing adolescents as a way of arresting behavioural maladjustments in secondary schools by looking at the relationships between sub-parts in the school system.

Student- teacher classroom management relationships

Nurturing students begins in the classroom environment, whereby the management of students behavior in the class determines their behavior outside the classroom and beyond school premises (Fay & Funk, 1995). According to Marzano, Marzano & Pickering, (2003) teachers cannot nurture students in a poorly managed classroom where students are disorderly, disrespectful, no apparent procedures to guide behavior and when chaos becomes the norm. Semali & Vumilia (2016) contended that orderliness and safe school environment are dependent upon teachers capacity to manage disruption and chaos in the class by inculcating and perpetuating discipline related behavior.

The findings showed that 5 respondents out of 48 comprising 10% of the total population; 2 of them being students and 3 teachers agreed that classroom management was an ideal factor in nurturing students. Based on the findings, while teachers showed preference on authoritative classroom management, students appealed to a participatory approach which made them feel part of the responsibility. Adolescents preferred a more democratic approach. This implies the need for flexibility on the approaches employed in the management of discipline in the classroom level since submission does not necessarily mean obedience.

In the light of Competence – Based Approach which has its roots in constructivist thinking, as it is vivid that learning cuts across three domains, namely the cognitive, affective and psycho-motor domain, then classroom management in the face of all three learning domains is not teacher-centered but an integration between student, teacher and environment (Arends, 2007). Therefore, nurturing adolescents should not only imply imposing power and authority in the class but to involve students in tasks that would shape their attitudes. Fay & Funk (1995) emphasize on employing logic in handling students unlike traditional classrooms where threats, punishments, commands, were considered ideal approaches to classroom management. However, this is subject to whether classroom environment in terms of class size favors the contemporary approaches (child-centered).

Reward and punishment schemes

Out of 48 respondents, 5 respondents comprising 2 students and 3 teachers making 11% of the total population agreed to reward and punishment schemes as an ideal way of managing behavioural maladjustments. During the interview however, adolescents expressed that there can still be a different and better way of dealing with them besides reward and punishment. Teachers as well expressed that students depicted reluctance to punishment especially with students having ODD (Oppositional Defiant Disorder) as it perpetuated truancy. This concurs with Montessori's school which strongly opposes reward and punishment. In Montessori's view, reward and punishment turn children and adolescents into slaves and submissive to authority since children focus more on approval. Montessori suggests

that, in a school context, reward and punishment should be substituted by the teacher's attention. (Crain, 1992) Montessori's view may be considered ideal, however, in Tanzanian context, especially government schools where student enrollment piles up from time to time, while teacher supply remains inadequate, it is not possible to focus only on attention to students. This approach can be applicable in private schools where teacher-student ratio is manageable.

Adolescents expressed that there can still be a different and better way of dealing with them besides reward and punishment. This concurs with Montessori's school which strongly opposes reward and punishment as an appropriate technique. In Montessori's view, reward and punishment turn youngsters into slave and submissive to authority, the youngsters focus more approval. Montessori suggests that, in a school context, reward and punishment should be substituted by the teacher's attention. (Crain,1992).

Montessori's view may be considered ideal, however, in Tanzanian context, especially government schools where according to Anangisye & Ishumi (2014) student enrollment piles up from time to time, while teacher supply remains inadequate, it is not possible to focus only on attention to students. This approach can be applicable in private schools where teacher-student ratio is manageable.

Teacher-student interaction

The study intended to find out to what extent there is interaction between teachers and students, whether communication flow was linear (top down) or diagonal. From the findings, it was discovered that the rate of interaction between teachers and students was moderate. Out of 48 respondents, 6 of them comprising 2 teachers and 4 students which makes 13% of the total population said that interaction between teachers and students was at moderate level. Three of the interviewed students said that teachers were too busy to interact with them as in most cases teachers preferred top down communication [ID# 2, 17 Year old, ID# 1, 15 Year-old, ID# 4, 18 Year-old].

The implication is that although democracy in schools is said to be practiced in a form of “students freedom of expression” through students government that bridges a gap between teachers and students, there expressions by students indicated that there is still not enough room for students to air their problems (for example physical and emotional abuse caused by sexual abuse, cyber bullying) the gap still exists between teachers and students. Emotional problems such as isolation, depression and suicidal cases in secondary schools could be eliminated or minimized to a large extent if the gap between teachers and students was bridged.

This concurs with the observation by Frisone (2016) that child abuse in Tanzania is pervasive yet invisible, (whether this invisibility is involuntary due to ignorance and unawareness or by it is by choice, meaning that the society deliberately shut their eyes off such cases, is in a nut shell) in which Frisone suggests a point of contract where solutions can be found. In this context, teachers need to establish points of contract, such as “Dawati la Mwanafunzi” which serves as a platform for a healthier teacher- students interaction and dialogue

Teacher- student relationships

Out of 48 respondents who were interviewed, 6 respondents comprising 3 students and 3 teachers making 13% of the total population, expressed that healthy teacher – student relationship was necessary factor in nurturing adolescents. Three students [ID# 3, 15 Year-old, ID# 6, 17 Year-old, ID# 7, 14 Year-old] expressed that when teachers were approachable by showing a caring relationship to students needs and embracing parenting-like role as said in Wentzel (2002) students felt free to express their problems, worries, anxieties and dilemmas whereas too strict teacher-student hierarchical relationship paved way for mischief.

This concurs with Hoy & Miskel (2008) that teachers and students have individual (unique) needs which perpetuate personal orientations and cognitive understanding of their roles whereby the needs and motivations are key elements in determining their behavior. Therefore there is a need for an increased and healthy teacher-students interaction for the well-being of students. This can be done through teacher

and student involvement in clubs as well as through guidance and counseling programs by also considering teacher-pupil ratio and availability of facilities required for running these programs.

Teacher-parent relationships

Teacher – parent relationship was found to be one of the vital factors in nurturing adolescents. Out of 48 informants who were interviewed, 7 respondents comprising 15% of the total population; 2 of them being students and 5 teachers agreed that good teacher – parent relationship was an important factor for teachers engagement in nurturing adolescents. Four teachers expressed that it was not healthy for parents to leave matters concerning students completely in the hands of teachers [ID# 4, 38 Year-old, ID# 6, 41 Year-old, ID# 10, 39 Year-old & ID# 8, 33 Year-old].

Measures taken to establish teacher-parent relationship included school boards, parents committees, parents meetings and parents day.

Based on respondents expressions, there were indications that parental responsibilities had made parents too busy to attend to the responsibility of child rearing hence it is left in the hands of teachers and care givers (house-keepers). The situation was more intense with children from single parent families, divorced parents and fostered children. This concurs with a longitudinal study by Gaydos (2015) conducted in Rufiji through Health and Demographic Surveillance System (HDSS) on childhood risk of parental absence which revealed that parental absence caused by whatever reason had both short and long term consequence on the life of a child.

As the study intended to explore the extent to which teachers engage in nurturing adolescents, based on respondents expressions, there were indications that teachers are engaged in nurturing adolescents at different levels whereby the levels of teacher engagement were contingent upon contexts and conditions incorporated along the process. Regarding this particular matter, the researcher did not only rely on the information availed generally by both parties (students and teachers) but also

collected information from each party separately in order to be able to draw a realistic picture of what is expressed and what is actually taking place in schools.

Based on students' expressions, out of the 12 interviewed students, 2 students who comprised 17% showed that teachers were fully engaged in nurturing adolescents, 4 students who comprised 33% of the 12 expressed that teachers were sufficiently engaged in nurturing adolescents, while 6 students comprised 50% expressed that the extent to which teachers engaged in nurturing adolescents was satisfactory as depicted in chapter 4, table 4.6.

Teachers as well had their concerns pointing particularly at parent involvement in nurturing adolescents as according to Marzano (2003) a child's wellbeing involves effective two way communication between school and home. The major concern included difficulty in making a close follow up of students discipline when the following issues are involved:

First when students are out of reach of teachers (especially day scholars or during holidays) and the home environment does not support development of appropriate attributes instilled at school. For example, a female teacher from Nelson Mandela Secondary School which is located at Kingorwila expressed that fostered children are at bigger risk of being deprived of parental guidance, leading to a carefree life [ID #4, 40 year-old]. This concurs with the study conducted in Rufiji which revealed that parental absence by whatever reason put adolescents lives at stake (Gaydosh, 2015).

Second, when there is no parental concern on students socializing with adults who corrupt innocent minds by involving them in activities popularly known as "*vigodoro*" others socialize in places regularly known as "*vijiweni*". A female teacher from Kayenzi Secondary School commented that parents were too busy with their jobs and businesses, forgetting their important role in monitoring adolescents behavior instead everything is left in the hands of house maids and teachers [ID #5, 38 year-old]. The implication here is that fostering children is not a correct option especially when children are at adolescence stage where there are rapid physical and emotional changes occurring in adolescents lives causing stress. Parents being

overwhelmed with the tides of life, regardless responsibilities and situations they go through, they must keep a closer eye on what is taking place in their children's lives. Third, when parents do not monitor TV programs watched by adolescents, and encourage use of cellphones which accelerates adolescents spending so much of their time on social media after class hours whereby in the internet sites such as Facebook, Twitter, Whats App, Instagram there is too much for adolescents' mind to accommodate. This concurs with the studies by the Child Mind Institute in the UK and the Canadian Pediatric Society in Canada that teenagers are masters at utilizing their time on snap chats, Facebook, twitter, and other internet sites chatting and exchanging images and video clips which subjects them to anxiety, depression, aggression and violence (Ford-Jones & Nieman, 2003; Ehmke, 2018). The implication is that parents have left freedom to access media in the hands of their children through radio, magazines, newspapers, T.Vs, computers and cellphones without critically analyzing the kind of information that is passed on to the children, the age and ability of their children to absorb and digest what they receive and the consequences that might be caused by the information their children receive where in most cases turn to be psychologically harmful to children without parents noticing.

Another concern expressed by teachers was when parents were taking sides with their children, not prepared to accept that their children were at fault. A male teacher from Educare Secondary School commented that there were times when parents are called at school to discuss disciplinary cases of their children but they either do not respond or respond aggressively by condemning that teachers were the ones at fault hence such attitude by parents make teachers feel demoralized [IDI#12, 44 year-old]. Moreover, teachers expressed their concern that when parents exempt from supporting their children's requirements teacher responsibility towards encouraging students' self-esteem becomes heavier hence puts adolescents at risk of adopting unfavourable behaviour patterns [ID#1, 36 year-old; ID#8, 43 Year-old & ID#16, 48 year-old].

There should be opportunities for parents to support the educational requirements at school and in the home in ways that are helpful for the developmental stage of their early adolescent children as contended by Marzano (2003) that there should be multiple opportunities for parents to volunteer in the child wellbeing and the wellbeing of school as a whole.

On the other hand, teachers suggested increased parent involvement in learning activities at home by developing assignments that provide a meaningful role for parents to play, during adolescence children are increasingly interested in things like their cultural heritage, their parents' experience while growing up, and their community's history. They are also interested in how people make important life decisions and how people learn from their mistakes. Teachers could take advantage of these interests by giving assignments that involve interviewing one's parents and other community members. This concurs with the study by Tapley and his associates (1985) that adolescents (especially mid-adolescents) seek to perform adult responsibilities.

Based on expressions given by teachers, out of 36 interviewed teachers, 5 of them who comprised 14% agreed that there was full parent involvement in nurturing adolescents, 9 teachers who comprised 25% said parent involvement in nurturing adolescents was sufficient, while the remaining 22 teachers who comprised 61% said that parent involvement in nurturing adolescents was at satisfactory level as shown in chapter 4, the table 4.7.

The findings obtained generally from teachers and students regarding teachers engagement in nurturing adolescents concur with the study done by (Bloom, 1985; Czikszenmihalyi, Rathunde, & Whalen., 1993), that teachers influence children's involvement in their activities through the amount of encouragement they offer, the provision of experiences related to the activity, and advice regarding current and future involvement. Teachers expressed the importance of home environment on child development because if a child never receives initial exposure or encouragement in the activity, it is highly unlikely that talent will be recognized or

nurtured. The psychological environment of the home affects how the child approaches an activity. Based on teachers' concern on the child's initial encouragement from parents, Olszewski, Kulieke, and Buescher (1987) concluded from their literature review on the influence of family environment that parents of talented children tend to value achievement, working hard, success, being active, and developing one's talent. Besides these general values, parents' orientations toward achievement behavior may affect their goals for children's involvement (Brustad, 1992). Parents who hold mastery goals for their children emphasize improving skills, hence they are helpful; while parents with performance goals focus on the demonstration of ability and competition, hence they judge and criticize.

For example, Monsaas and Engelhard (1990) found that more competitiveness in the home environment influenced individuals to be more competitive within their talent area. As the child became more involved in the activity, parents provided instrumental support to nurture their child's talent. This included signing them up for classes or teams, paying for lessons, and driving them to practices and games. Parents also supported their children instrumentally by spending time with them in the activity, including listening as they played music, helping them learn their lines, and practicing skills with them. Some parents were also involved with booster clubs, constructing sets for plays, or helping out at concession stands during games.

Teacher- teacher relationships

Out of 48 informants, 6 respondents comprising 11% of the total population; all of them being teachers supported that teachers engagement in nurturing adolescents was also found to be dependent on teacher- teacher relationship existing between one teacher and the other as individuals, as well as teacher- teacher relationship between and among departments. Teacher-teacher relationship suffered when other teachers embraced an "all-knowing attitude" rather than a cooperative attitude which encourages learning from one another's experience [ID# 4, 38 Year-old, ID# 6, 41 Year-old, ID# 10, 39 Year-old & ID# 8, 33 Year-old].

This implies that healthy and harmonious teacher-teacher relationships promote collective efficacy, whereby collective efficacy between and among teachers engaging in nurturing adolescents yields better result than when one thinks that he knows it all and can do it all.

School administrators and subordinate teachers relationships

Out of 48 informants, 8 respondents comprising 17% of the total population pointed that school administrators and subordinate teachers relationship was vital for teachers engagement in nurturing adolescents. A healthy school administration and subordinate teachers relationship based on trust is likely to attain a common goal where the focus lies on surrendering individual interests to general interests for the sake of students and school well-being. Trust relationships between administrators and subordinates are built upon interdependence that is, reliance upon one another (Hoy & Miskel, 2008). Teachers [ID# 22, 42 year-old, ID# 25, 45 year-old, ID# 26, 41 year-old] explained that at times meeting administrators expectations was challenging especially when there was a gap created by mistrust and dissatisfaction between the administrators and subordinate teachers. This concurs with the study by Dorskocil (2016) that one of the biggest challenges teachers face in today's world includes maintaining expectations from school administrators while at the same time balancing the different needs of students and helping parents and students meet long-term goals. Likewise, Tschannen-Moran (2001) contended that a culture of trust bridges a gap between school administrators and subordinate teachers as it enhances openness and promotes group cohesiveness. According to Hoy & Miskel (2008) trust in organization is compared with air whose importance is not recognized until it is needed and it is not there.

In this case, the leadership style used by the head of school and the rest of the school management and administration team has a place in defining the relationship that exists between teachers and school administration. According to Babyegeya (2001) democratic, transactional and transformational leaders have been in most cases proved to work better than authoritarian leaders who exhibit strong-willed,

aggressive, demanding, possessive, distant, self-centered, inconsiderate, task oriented and all-knowing attitudes.

Teacher – local government relationships

In decentralized government, the relationship that exists between teachers and local government authorities have an important role on teachers engagement in nurturing adolescents. Local officials such as ward executive officers, ward councilors, village chairpersons, district officers and executive directors work hand in hand with teachers to achieve morally balanced students in schools (Babyegeya, 2001).

Out of 48 interviewed informants, 5 respondents (all of them being teachers) comprising 10% of the total population showed that teachers engagement in nurturing adolescents would be rather less head-cracking when teacher-local government officials relationships come to terms by playing supportive roles rather than competing roles. Teachers expressed that when one side tried to imply to be stronger and more important than the other the consequences were adverse on the behavior and fate of students, teachers and parents who represent the community. According to Campbell et al (1971), schools are surrounded by “publics” whose norms, beliefs, values, perspectives and general cultural background determine how school and education in general is perceived. While that may be true, it is unquestionably important that both parties (school and the so called by Campbell et al “publics” in which local authorities are included) come to terms without having to compete on conflict of interests which cause harm on one another. While schools ought to respect the local government authorities, so should the local authorities respect the standards set by schools without too much intervention and criticism.

This concurs with research studies conducted by Appelbaum (2002), Anderson (2006) & Fullan (2007) who observed the role of districts towards school student well-being and school improvement and proposed that local authorities should serve a supportive role in school improvement by removing competing requirements, empower decision-making, strengthening links between state standards and accountability measures, networking schools so that they can learn from one another,

establishing multi-measure accountability systems and that would hold school and local authority leaders accountable as well as monitoring progress.

The findings indicated that teachers engagement in nurturing adolescents was contingent upon specific conditions under which teachers are subjected within the school environment and in the external environment. These conditions were identified in the next specific objective of the study.

5.5 Objective III

5.5.1 Factors that determine teachers engagement in adolescents behavior adjustment

This objective intended to identify conditions within the school environment as well as conditions in the external environment which determine the extent to which teachers engage in the process of nurturing adolescents basing on the six selected secondary schools in Morogoro municipal council. The identified conditions within the school included; class size, teachers motivation, school leadership style, pupil control ideology, resource availability, and rate of teacher turnover; While identified conditions in the external environment included the existing education policy, community and community controls, legal system, economic state (in terms of provision of grants and facilities) and proximity of schools. These conditions are presented in table 4.7 followed by explanation on each identified condition.

Class size

Based on the findings from the field, 6 respondents which was 12% out of a total number of 48 respondents, identified that the size of a class was a challenge in nurturing or handling students. This identification concurs with Babyegeya (2002) who contended that class sizes in many countries in sub-Saharan Africa are very large. According to Babyegeya, although the average pupil-teacher ratio is 45, in sub Saharan Africa the number exceeds 45 and the sizes vary from school to school depending on location of the school and sufficiency of classrooms. Flannery (2010) as well contends that one among big challenges that teachers face in handling

students in today's classroom is class size. In addition to that, studies conducted by the Alberta Teachers Association in the US proved that large class size not only puts adolescents at a bigger risk of academic underachievement (especially economically disadvantaged) but also behavior problems as teachers are not in a position to handle each individual student and meet their needs sufficiently (The Alberta Teachers Association, 2017).

Teachers motivation

From the findings obtained, 9 respondents which was 18% out of the total number of 48 respondents identified that when teachers were under motivated in terms of feeling their importance acknowledge and appreciated they could not sufficiently engage in handling students matters but rather handle their own matters. The findings concur with what Nyerere (1968) contended that it is the very nature of almost every human being to feel their importance acknowledged, therefore when teachers feel that they can be useful but not important, they react by becoming uncooperative. Likewise, the findings concur with observations by Babyegeya (2002) and Flannery (2010) on teachers motivation in terms of their living and working conditions, financial incentives such as grants and allowances and salaries being paid on time, nutrition and assurance of health services (health insurance), which is done in Tanzania through the National Health Insurance Fund- NHIF and Community Health Insurance Fund-CHIF.

School leadership style

Out of 48 participants involved in the study, 12 of them which made 26% of the total population identified that school leadership style can lead to success or failure of teachers engagement in nurturing adolescents. Where there was strong or weak leadership both teachers and students responded and acted accordingly. The findings indicated a wide range of character (behavior) depending on how leadership styles were perceived between public and private schools since out of the total of 48 respondents, 6 respondents which was 13% from private schools especially religious-based schools (St. Francis and St. Ann's Seminaries) affirmed that strong leadership with rational decisions was ideal for proper functioning of schools including

inculcating discipline among students contrary to findings obtained from public and community schools. This is because school leadership is relative, dependent upon the vision, mission and the core values that govern the culture and the standards of a particular school. The findings concur with Hoy and Miskel (2008) that, just as leadership may as hard to define as “beauty” (that is, one cannot define beauty but it is known when seen) so does leadership since it takes different shapes at different levels and contexts. However it generally involves a social influence process in which one individual or a group of individuals exert influence over others in terms of responsibilities and functions. Based on that view, each school had the leadership style considered ideal to its context.

Pupil control ideology

Based on findings 11 respondents which made 24% of the total of 48 respondents reported that the pupil control ideology of the school is a factor that determines teachers engagement in nurturing students. Where there was greater teacher disengagement there was lower morale and students felt alienated.

This concurs with research by Hoy and Miskel (2008) on pupil control orientation whereby these colleagues discovered that pupil control orientation of a school was related to many aspects of school life, including students behavior. In their study they found that schools with a custodial ideology were highly traditional, rigid and highly controlled, with primary emphasis on maintenance of order. Teachers operating under custodial ideology, worked under close supervision by the administrator, and were made to view a school as an autocratic organization where power and communication was top-down with a rigid pupil-teacher status hierarchy (disengagement from students), students must accept decisions and conform to whatever is imposed to them without question . Such climate not only creates psychological tension between school administration and subordinate teachers which affects team spirit but also creates tension between teachers and students.

Resource availability

In this particular area, out of 48 respondents, 5 of them who comprised 10% of the total population said that availability of resource in terms of human resource and fiscal resources determine teachers engagement in nurturing adolescents. A male teacher from Kihonda Secondary School commented that the government having implemented the Secondary Education Development Plan (SEDP) should have thought of preparation of specialized trainees in education counseling prior to implementation of the plan who would be supplied in secondary schools for dealing particularly with students behavior so as to relieve teachers of the teaching load they already have [ID#16, 40 year-old]. Inadequate financial resource was also found to be a constraint especially when there was requirement of facilities such as magazines, books, charts, journals, articles and electronic devices such as videos, computers to facilitate learning of special programs such as sex and reproductive health among adolescents.

This is coupled with a study by Bates (2014) that, among other things, inadequacy of resource drives teachers to distraction whereas when resources are sufficiently provided, teachers remain focused on their job.

Rate of teacher turnover

Rate of teacher turnover was among the factors that challenge nurturing of students behavior in secondary schools. From the total number of 48 respondents who were interviewed, 5 of them who comprised 10% of the total population agreed that rate of teacher loss in schools was a constraint. One female student commented that when teachers were getting fewer in the school it implied too much responsibility to the remaining teachers where they find it difficult to reach to each student and attend to their needs (ID#2, 16 year-old).

This concurs with the contention by Miller (2012) that the cost of teacher absence whether in financial or academic terms cannot be overlooked since teachers are the leading school-based determinant of student achievement both academically and morally. Moreover, when the rate of teacher turnover is high, it implies schools

obligation to invest considerable resources to attract potential candidates to fill the vacant positions whereby if not filled it enlarges the burden on the few available teachers or hire less qualified teachers which put students at risk of being handled with teachers who lack the knowledge and skills necessary for quality instruction (Scherer, 2003).

Having seen factors within the school which determine teachers engagement in nurturing adolescents, the following are conditions in the external environment which included the existing education policy, community and community controls, legal system, economic state (in terms of financing schools) and proximity of schools as depicted in chapter 4, table 4.8.

The conditions that exist in the external environment involve factors that are beyond school control. Schools are social systems and their modes of functioning are affected by the integration and interdependence that exists between schools and the external environment because schools receive inputs (students) from the external environment who go through an educational transformation process to produce graduates who in turn return to community (Babyegeya, 2002; Hoy & Miskel, 2008). The role of values, norms, beliefs, expectations and functioning of the external environment cannot be overlooked in determining how schools function (Nyerere, 1968). Based on the findings presented in chapter 4, table 4.8 regarding conditions in the external environment determining teachers engagement in nurturing adolescents was described as follows.

The existing education policy

Findings revealed that the existing education policy was a determining factor for the extent to which teachers engage or disengage in nurturing adolescence and the way students are being nurtured. Out of a total number of 48 respondents, 14 respondents who comprised 29% of the total population agreed that the existing education policy determined how students are nurtured in schools.

This concurs with what Nyerere (1968) contended during the implementation of Education for Self-Reliance policy, that schools were progressing in line with the policy objectives because teachers engaged in nurturing students to regard education as a tool for liberation rather than a tool for exploitation as it was during colonial rule.

“I have come across a number of secondary schools which are beginning to implement the policies of self-reliance. I am met by school farms or demonstrations of produce; I see numbers of young people at work. I have even come across one school which has run into trouble with NUTA because the boys are now doing almost all their own domestic work so that the school no longer needs to employ servants- This is good!” (Nyerere, 1968)

During the interview, teachers expressed their concern regarding the existing (current) education policy which declares Education For All (EFA) emphasizing implementation of compulsory and free education at primary and secondary schools as it has posed a big challenge in the way students are handled in public schools because teachers are uncontended with handling large pupil enrolment in class [ID#14, 36 year-old; ID#6, ID#9, 47 year-old].

Students (especially in public schools) expressed their concern that the so called “free education” has created a bridge between teachers and parents which has caused teachers to disengage from them and engage in their own activities [ID#4, 16 year-old; ID#8, 18 year-old].

This implies that, the education police which is in effect at that particular duration, has the strength to determine the direction teachers take to accommodate it and implement it. Therefore, policy makers should take into account the contexts and the circumstances in which the implementers of the policy will function before the policy is declared. This concurs with Haddad and Terry (1995) that in setting policy agenda, policy makers should consider relevance and feasibility of the option meant to be implemented.

Community and community controls

The community surrounding the school as well as its functioning have been identified that they are among the leading determinants of the extent to which teachers engage in nurturing adolescents in secondary schools, whereby based on findings, out of a total number of 48 respondents, 14 respondents who comprised 26% of the total population agreed that the community surrounding the school has its place in determining teachers engagement in nurturing adolescents.

This concurs with a contention by Campbell *et al* (1971) that schools are surrounded and interact with many “publics” which differ (function) in many ways in terms of occupation, income, politics, religion, affiliation, organizational membership and cultural background which result in a situation that schools (teachers) are dealing with students coming from community which comprise people of different values, understanding and perspectives. According to Campbell and colleagues the beliefs of people in the community determine their perception to school and to education in general in the same way determine the simplicity or complexity, the ease or difficulty of teachers to handle students depending on the established values, beliefs, feelings as well as the mixture of “publics” that forms the school community.

Moreover, Babyegeya (2002) stated that, physically schools are located within residential urban areas and villages, surrounded by people in organized groups such as religious organizations, health centers, trading agencies, educational and non-educational organs which have norms and values that guide the way they interact whereby these norms and values determine how teachers handle their students.

The implication is that the community around schools have strong influence on how students perceive the school and how the school is perceived by the community. Therefore, given the fact that schools are social systems surrounded by “publics” as mentioned by Campbell and colleagues (1971), teachers should be nurturing adolescents to match the expectations and values of society, however these so called “publics” should not have a room to distract the values and norms if the school and the well-being of students. Rules and regulations that safeguard students well-being should remained intact and valued.

Economic state

Economic state in terms of provision of finances to meet requirements such as teachers wages, allowances, grants as well as provision of learning facilities determine the extent to which teachers engage in nurturing adolescents.

The findings revealed that out of 48 interviewed participants, 10 participants who comprised 20% of the total population said that economic state was a determinant factor for teachers engagement in nurturing adolescents.

This concurs with a study by Knoll (2015) on how the state of economy affects teacher quality and student outcome whereby he revealed that the economic environment in a teacher career impacts teacher's effectiveness positively or negatively, likewise Ordway (2016) contended that teachers and local government leaders are constantly haggling over salaries especially when teachers earn much less than the average salary. According to Ordway, school administrators and government leaders concern towards teacher pay is essential since studies reflect that teacher salaries are linked to teacher retention and better pay seems to draw smarter people to the field and into the classroom hence concluded that teacher salaries impact the types of educators working in schools.

Legal system

From the findings it was revealed that the legal system of a country has its place in determining teachers engagement in nurturing students. Out of 48 respondents, 5 of them who comprised 10% of the total population said that the legal system determines teachers' effectiveness in engaging in their role.

Subject to Global Initiative to end corporal punishment of children, the United Republic of Tanzania had made a law reform necessary to achieve full prohibition of corporal punishment in the home, day care, schools and penal institutions through Article 13 of the Law of the Child Act 2009 in Tanzania mainland which provides for "justifiable" correction, Article 14 of the Child Act 2011 in Zanzibar confirms that children may be disciplined provided it does not lead to serious injury. It was stated that legislation should be enacted to prohibit Corporal punishment in the following areas; early childhood care (nurseries, kindergartens, pre-schools, family

centers), in schools (including all public and private educational settings) stipulating that all laws which authorize or regulate corporal punishment in schools must be repealed, including the Education (Corporal Punishment) Regulations of 1979 under the National Act of 1978 in Tanzania mainland

Proximity of schools

The nearness of schools determine teachers engagement in fulfilling their roles. When teachers are too far from the school premises follow up of students is likely to be poor likewise when day scholars residences are too far from school they are likely to fall into bigger risks of behavior maladjustments.

7 respondents out of 48 comprising 15% of the total population agreed that proximity of schools had impact on teachers engagement in nurturing adolescents and students behavioral maladjustments.

Students [ID#4, 16 year-old; ID#8, 18 year-old] expressed that day scholars are put at bigger risk especially when they opt to rent rooms on the streets so that they can be near schools. Students who rented and lived a carefree life at a tender age where there was no parental care or guidance from their teachers ended dropping out of school due to reasons such as truancy, drug addiction, early pregnancies, lack of motivation and lowered self-esteem. This concurs with a study conducted by the Human Rights Watch (2016) in Mwanza, North-Western Tanzania which revealed that adolescents' desire to study so that they could become what they had dreamed to become withered due to barriers perpetuated by proximity of schools. In that study, a 20 year-old girl admitted to have dropped out of school due to sexual abuse she had experienced from her private tutor. In a survey done by the Campaign for Female Education (CAMFED) in Tanzania and Zimbabwe whose objectives focused on learning content (the curriculum) and learning context (the environment which safeguards girls well-being) depicted that low self-esteem was the second most frequently mentioned cause of school drop-out among marginalized students-especially girls (Lake, 2016).

The implication is that proximity of schools should be given consideration prior to student selection and enrolment.

5.6 Objective IV

5.6.1 Factors that trigger behavior maladjustment among adolescents

In this research objective, the study was interested to know the existing environmental drives that trigger behavioural maladjustments among adolescents based on the selected schools in Morogoro municipality. Before explaining on the causes of behavioural maladjustments, teachers in the study schools stated that maladjustments behavioural refer to a habitual pattern of behaviors which are detrimental to the individual. Maladjusted behavior: 1) is frequent or habitual; 2) is ultimately harmful to the individual, environment, or other persons, and 3) impedes adaptation and healthy development. Individual behaviors are maladaptive only if they occur as part of a consistent pattern. It is quite normal that all children break the rules from time to time, but a maladjusted child does so consistently that its consequences are detrimental to him and even those around him.

Five causes were identified by the respondents involved in this study as family causes, personal causes, teacher-related causes, school related causes and Peer-group related causes.

Peer group related factors

Out of a total number of 48 participants, 18 of them who comprised 38% of the total population in the selected secondary schools agreed that Peer-group related causes were the main causes of behavioural maladjustments among adolescents. Teachers from all visited schools reported that peer pressure had significant influence on one's behavior. Parents reported that their children preferred peer group attachment to family attachment. Students themselves indicated to be more comfortable with their peers than with parents and teachers. It was found out that peer group disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Studies show that delinquent youth are more likely to be affiliated with delinquent friends compared to non-delinquent youth (Le Monfared & Stockdale, 2005). Peer pressure refers to the youth's subjective evaluation of peer influence, and this variable has been found to be positively correlated with delinquency (Naggaddya, 2011). Sullivan (2006), for example, found that peer pressure was the strongest

predictor of delinquency compared to family factors and childhood emotional and behavioural problems.

Family related factors

9 respondents out of 48 participants who comprised 18% of the total population pointed family related causes as a drive that trigger behavioural maladjustments among adolescents. Family related causes were categorized into two part; in terms of family relations and in terms of family economy whereby as observed in the selected secondary schools in Morogoro Municipality 6 participants out of 48 who comprised 12% of the total population agreed that family economy triggered behavioural maladjustment among adolescents whereas 3 respondents out of 48 participants who comprised 6% of the total population agreed to family relations as being a trigger of behavior maladjustment. The family as an institution has various functions to perform in social, economic and psychological spheres hence social, economic and psychological aspects contribute immensely to maladjusted behaviour in children.

Psycho-Social Causes: Here it entails psychological and social causes. Manh (2003) says that the social problem of one generation is the psychological problem of the next generation. From the study, it was observed that children coming from homes that have been broken due to death, divorce, desertion, separation were often maladjusted in their behavior since they lack parental guidance.. Such children feel insecure and become maladjusted. With the tremendous growth in population, it is extremely difficult for parents to provide even the basic necessities like food, clothing and shelter to their children. It invariably results in greater degree of frustration and hostility amongst them. Other social causes are related to the issues of socialization. For example from this study, different perspectives have been drawn. Students complained that their parents are distant from them and they mainly strive to provide material things and care less about their emotional well-being. While teachers expressed that to a very large extent students are received in secondary schools already maladjusted due to early exposure to adult world at a tender age out of parents awareness either through media or the company the children hang around with. In case of psychological environment, when parents are over-possessive highly

authoritative, unrealistic in their expectations incompatible and abusive, this will have an adverse effect upon their children. When the psychological needs are not met, children get frustrated and develop problems like nail biting fear of dark, lack of self-confidence. Students (especially from day schools) revealed that day to day movements from home to school and vice-versa with transport challenges disturbed their psychological equilibrium when they arrive at school. One female teacher (who is also a counselor from one of the visited schools) who commented on psychological environment created in the family resulting from perceptions, misunderstanding and misconceptions regarding children with disabilities said that if handicapped students or those who had suffered childhood epilepsy were hidden by their parents or when sent to school were mixed in the mainstream and not well handled under special attention, they develop mischievous behaviours such as school phobia leading to inability to cope with other normal children. This is why special education programs have been highly encouraged in order to handle such cases [ID#22, 46 year-old].

That comment by the counselor concurs with the studies conducted in Gabon, Nigeria, Kenya and Tanzania which revealed that peoples' perceptions, misconceptions and misunderstanding regarding the cause, spread and treatment of epilepsy had accelerated behavior problems of children who were victims of the disorder (Burton, 2011; Osungabe & Siyandabe, 2011; Burton & Rogathe, 2014; Abubakar & Tumaini, 2015; Ategbro et al, 2015 & Burton *et al*, 2015).

Economic Causes

The occupational status of parents, problems of unemployment, poverty and low economic status breed maladjustment amongst children. Some students complained against their parents incapability to provide them with adequate needs such as decent clothing, pocket money, and girls complained against parents ignoring their needs as girls. It may seem a light matter but without realizing that adolescents' looks one of their major concern and competitiveness is one of their drives. If adolescents lack the needs they consider important, they become adversely affected. This was mostly reported by female students [ID# 15 year-old; ID# 17 year-old; ID# 18 year-old].

This concurs with a study on multiple risk behavior in adolescence and socio-economic status by Campbell, Heron, Hickman, Kipping and Smith (2014) as they affirmed that patterns of risk behavior during adolescence such as sexual misbehavior, gambling, self –harm, criminality and physical inactivity were subject to socio-economic status of the family in terms of maternal education, household income and parental social class hence concluded that reduction in social class, maternal education or income led to increased multiple risk behaviours.

Teacher related factors

Results from the field indicated that 4 respondents out of 48 participants who comprised 8% of the total population involved in this study agreed that teacher related causes was among the drives of behavior maladjustments among adolescents. When a teacher is unfair, biased and distant from students it certainly affects the mental health of the children in the school. Teachers attitude to regard students indiscipline as the problem of their parents has contributed to increase in morally-unbalanced adolescents in secondary schools. Students who were interviewed had different opinions. There were students who expressed that teachers were highly authoritative and unapproachable, other students reported loss of credibility and integrity especially in newly-employed teachers as they used abusive language (insults) towards their students, improper dressing, involvement in love affairs with their students as a result they could not rebuke any immoral act. Furthermore, other teachers were described as being too lenient to address discipline cases seriously.....they take things easy! [ID# 16 year-old; ID# 17 year-old; ID# 18 year-old].

Three teachers from public secondary schools out of a total of 36 interviewed teachers from public and private schools commented that teacher-related causes are at large perpetuated by the way teachers are being treated in terms of their motivation and consideration of their needs as propounded by Maslow's hierarchy of needs such as physiology needs, social needs (love and belongingness), safety needs (insurances, safety gadgets, retirement benefits) esteem needs (recognition, appreciation,

acknowledgement) and self-actualization [ID#14, 36 year-old; ID#6, 40 year old, ID#9, 47 year-old].

The findings concur with Nyerere (1968) as he contended that teachers conduct towards students in terms of enthusiasm for work and the way they treat students influences their behavior;

“We are what we are in large part because of the attitudes and the ideas we have absorbed from our teachers. Our values in life were developed when we were young ; the way we regard our fellows, the way we react to events, the things we believe to be right or wrong, all these have developed our childhood experiences at school” (Nyerere, 1968)

Apart from that contention by Nyerere, a study by Blazar and Kraft (2017) affirmed that apart from students achievement through standardized tests, it is unquestionable that a broad range of attitudes and behaviours are equally important to students long-term success therefore teacher’s effectiveness and emotional support count in shaping students behavior. Another study by Derevensky et al (2014) indicated that teacher unawareness and attitudes regarding risky behaviours such as gambling and substance abuse put adolescents at higher risks of adopting more dangerous attempts.

Therefore, teachers should take into account their personal conduct, they should be emotionally stable to adjust to different kinds of situations in dealing with adolescents and avoid playing favourites by treating all students fairly and equally. Teachers should display capabilities of dealing with difficult and unmotivated students and yield positive.

School related factors

Data from the field show that out of 48 interviewed participants, 6 respondents comprising 12% of the total population in Morogoro municipal council supported that school related causes as a trigger of behavioral maladjustments among adolescents. School related drives were categorized into two parts; in terms of school location and student enrolment, whereby 4 respondents out of 48 participants comprising 8% of the total population pointed that school location accelerated

behavior maladjustment whereas 2 respondents out of 48 comprising 4% of the total population pointed that student enrolment had contributed to accelerating behavior problems especially when the enrolled number of students were too big for a teacher to manage since discipline management begins in the class in terms of monitoring absenteeism, substance abuse, bullying. It was found out that when growing children do not find ways and means to channelize their energy in a purposeful manner in the school they exhibit in maladjusted behaviour.

Likewise students complained that schools located along the junctions (for instance Kihonda Secondary School) and those located near bus stops and commercial areas are psychologically chaotic due to the kind of surroundings. (Glossaries, bar, chips, pork) all this perpetuate vulnerability of adolescents maladjustment. On the Historical Account and Review of Fifty Years of Education In Tanzania (1961-2011) the study revealed that the education reforms especially those motivated by external intervention (the World Bank, IMF, UNESCO, namely the SAPs-Structural Adjustment Programs) had had significant influence in leading to establishment of many schools and mass enrolment, contrary to the number of teachers available. The fifty-year historical account of education in Tanzania also revealed that the establishment of ward secondary schools came on the educational scene to rescue a staggering number of children leaving primary school at a tender age from being thrown out of school care.

Following a mass student enrollment, irrespective of teachers availability to keep them under appropriate care led students discipline to be out of control due to a number of inadequacies which included the enrolled students outnumbering the number of teachers, other schools literary had no teachers, another reason the teachers trained under “crash programs” are sub-standard, mocked as “*voda fasta*” or “*yebo-yebo*” since they lack proper and adequate teacher training. Hence the intensity of behaviour problems in schools ultimately resulting in mass academic failure as the provided data reveals in the results of Certificate of Secondary Education Examination (CSEE) from 2001-2011 revealed increase in academic failure from 71% in 2001 to 90% in 2011 and in Advanced Certificate of Secondary

Education Examination (ACSEE) failure increased from 3.7% in 2001 to 7.9% in 2011. (Anangisye & Ishumi, 2014).

One female teacher (who is also a counselor from one of the visited schools) who commented on psychological environment created in the family said that if handicapped students or those who had suffered childhood epilepsy were hidden by their parents or when sent to school were mixed in the mainstream and not well handled under special attention, they develop mischievous behaviours such as school phobia leading to inability to cope with other normal children. This is why special education programs have been highly encouraged in order to handle such cases [ID#22, 46 year-old].

Free access to media

From the total number of 48 participants, 11 respondents who comprised 24% of the total population agreed that free access to media was among the triggers of behavior maladjustments. Teachers from four of the visited schools commented strongly about the influence that the media has (particularly social media) in determining teachers engagement in nurturing adolescents because the media has made all kinds of information available even those inconceivable to their students age[ID#10, 35year-old male; ID# 21, 43year-old male; ID#19, 44 year-old female]. Furthermore, teachers commented on students perception and misconception on the advocacy portrayed activists and interest groups such as HAKIELIMU through the media(TV, radio, newspapers, magazines) about the difference between how students are treated in public and private schools as some students used that as a room for rebellion and deviance [ID#3, 46 year-old female; ID#19, 44 year-old female].

This concurs with the studies conducted in different parts such as UK, Canada, South Africa, Ghana, Kenya and Tanzania which reflected that media on the influence media has on adolescents and on how teachers perceive it in handling students (Ford-Jones & Nieman, 2003; Huesmann, 2007; Ahorlu, Kleeb, Mbelwa, & Pfeiffer, 2014; Nyambunga & Ogwen, 2014; Abdikadir, 2016; Ehmke, 2016).

The implication is that students cannot be kept separated from the media. With all the worries and concern on the psychological chaos the media creates in the minds of

adolescents, yet there are important things that adolescents can learn from the media. Driven by curiosity, adolescents tend to speculate things beyond what adults think adolescents need to know, and based on user and gratification theory (Nyambura &Ogweno, 2014) adolescents tend to choose programs from the media that best suit and gratify their desire, therefore teachers have the role to guide students in selection of programs in the media.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATION

6.1 Introduction

This chapter includes general implications drawn from investigations related to the study objectives, key findings, conclusion, as well as implication for remedial actions. Based findings obtained from the field and review of literature, it was seen that the rate at which adolescents experience changes vary depending on gender, genetics, environmental factors and health (physical and mental health).

6.2 General implications based on findings

Based on the four studied objectives, the implications regarding teachers engagement in adolescents behavior adjustment should be centered on the following:

Adolescents' spontaneous needs require serious consideration and where necessary prioritized and met in order to promote their self-esteem. For example, need for attention, care, love, recognition and appreciation. When effort is made by an adolescent to change they should be acknowledged.

Given that students are provided with tasks and programs to keep them busy as a way for them to refrain from misbehaving, they are still human beings driven by instinctual impulses therefore they cannot be programmed and by simply piling up tasks, but rather equipped with life skills and promote emotional intelligence that would help them cope with different situations in school settings and beyond.

There should be a closer look at the societal organs around which the youngsters associate and interact.

Consideration of the uniqueness of individuals from family level to school level is vital for promoting healthy personality among adolescents. All children cannot be treated the same.

More emphasis is required in parent involvement. Parents and teachers should be constantly experimenting, instead of assuming that children or the youngsters can be whatever parents and teachers want them to be.

6.3 Conclusion.

The following conclusions were drawn based on the findings.

Peer interaction and personal identity were found to be the leading psychological attributes among adolescents, therefore in order to save adolescents from identity confusion, they require a closer assistance during this transition period so that they can identify themselves to correct peer groups which will be developing a healthy and stable personality.

From the expressions by teachers and students, it was concluded that, teachers engage in adolescents however they are constrained by various life challenges such as working conditions, authority relationships and parent involvement. Therefore these challenges ought to be closely monitored and addressed because despite life challenges such as economic challenges (like striving to provide for their families) and social challenges (like peer pressure, exposure to adult world at tender age through media), the extent to which parents and teachers are engaged in nurturing adolescents has to be increased if we are to build a generation with values and virtue so that parents and teachers are not to be held accountable for being the cause of accelerating behavioural problems.

Based on findings from the field, teachers engagement in adolescents behavior adjustment was found to be subject to a variety of factors within the respective schools and beyond. Though external factors may not intervene with the way schools operate, the existing dependence and interaction between school environment and external environments cannot be overlooked in determining school practices.

Teachers engagement in adolescents behavior adjustment requires a blend of psychological, sociological, administrative and managerial measures.

The findings drew conclusion that behavior maladjustments in religious-based schools were less tense compared to public and community schools.

It was also concluded that, it should not be teachers alone to take the blame of the increasing moral decay among adolescent students, all parts and sub-parts within the system be critically examined.

Based on findings and documentary review, free access to social media among adolescents have accelerated behavior maladjustments to a large extent.

6.4.Recommendations for remedial actions

The study recommends the following to be done or watched closely.

The study recommends that teachers and parents should be involved in nurturing the adolescents with a closer attention. For example the need to communicate adequately with their children about what is happening and why (good communication between parents and children).

The study recommends that adolescents in secondary schools should be informed about the body changes by establishing special programs to provide them with moral insights like what is done at St. Ann's Girls Seminary (located at Kihonda near Dodoma road) in order to minimize the intensity of behavioural maladjustments.

The study recommends further that since research serves as a tool for policy review and policy formulation, based on studies done in the education arena, educational policies regarding this particular area of behavioural adjustments should be explicitly stated.

Moreover, approaches such as Functional Family Therapy and Multi-Systemic Therapy as used in developed countries such as the US and the UK can be helpful and effective if applied at both family level and at local government.

The government should rethink the impact of free access to social media because social media exposes perspectives that are manipulative, corrupt and inconceivable for young minds.

More established adolescent programs are required grounded on strong emphasis on parent involvement in schools.

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APPENDICES

APPENDICES FOR STUDY PARTICIPANTS

Dear respondents, I am privileged that you be part of my study. I kindly request you to spare me your time to avail the required information as according to the given interview questions.

Your cooperation will be highly appreciated, and please be assured that all the information that is expected to be availed by you will be kept safe and confidential. Anonymity will be seriously observed. The information will only be used for the purpose of this study, and not otherwise.

I thank you in advance!

APPENDIX I

INTERVIEW GUIDE FOR TEACHERS

Appropriate areas will be filled by writing the information provided by the respondent(s)

1. Teachers

(i) Code number.....

(ii) Level of education:

1. College.....(Certificate/Diploma)

2. University.....

(iii) Gender: 1. Female..... 2. Male.....

(iv) Age: 1. (18-25)..... 2. (26-35)..... 3. (36-45).....

4. (46-60).....

Objective I

1. What are the psychological attributes reflecting adolescents behaviour pattern?

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Objective II

2. Are relationships between sub-parts in the school system significant for teachers' engagement in nurturing adolescents?

(i) Teacher student relationships.....

(ii) Teacher- Teacher relationships.....

(iii) Teacher- parent relationships.....

(iv) Teacher-local government officials.....

Objective III

3. Are there factors in the education system (within school environment and in the external environment) that determine teachers engagement in nurturing adolescents?

(i) Factors within the school environment

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(ii) Factors in the external environment

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Objective IV

4. What are the triggers of behaviour maladjustments among adolescents?

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APPENDIX II
INTERVIEW GUIDE FOR STUDENTS

Information will be filled as availed by respondent(s)

1.Students

- (i) Code number.....
- (ii) Class: (Form I/ II/ III/ IV)..... Level (Ordinary/
Advanced Level).....
- (iii) Age: 1. (13-16)..... 2. (17-20).....
- (iv) Gender: (Female)..... (Male).....

Objective I

1. What are the psychological attributes reflecting adolescents behaviour pattern?

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Objective II

2. Are relationships between sub-parts in the school system significant for teachers' engagement in nurturing adolescents?

- (v) Teacher student relationships.....
- (vi)Teacher- Teacher relationships.....
- (vii) Teacher parent relationships.....
- (viii) Teacher local government officials.....

Objective III

3. Are there factors in the education system as a whole (factors within school environment and in the external environment) that determine teachers engagement in nurturing adolescents?

(iii) Factors within the school environment

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(iv) Factors in the external environment

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Objective IV

4. What are the triggers of behaviour maladjustments among adolescents?

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