THE ROLE OF SCHOOL DISCIPLINE ON STUDENTS' ACADEMIC PERFORMANCE IN DAR ES SALAAM REGION, TANZANIA

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2015

CERTIFICATION

I, the undersigned, certifies that I have read and hereby recommends for acceptance by Open University of Tanzania a dissertation entitled the role of school discipline towards students' academic performance in fulfillment of the requirement for the Master's degree.

…….

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DECLARATION

I, Mussa Lilian do hereby declare that this dissertation, titled The Role of school discipline on students' academic performance has not been submitted for any award of a degree or published at any institution of higher learning.

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……

Date

DEDICATION

This dissertation is dedicated to my son Edmond Tambara, my daughter Vanessa Tambara and my dear husband William M. Tambara for their support and courage through this program.

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First of all I would like to thank Almighty God who is in heaven for giving me courage and protection all the way through this Master degree program.

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ABSTRACT

The purpose of this study was to find out the role of school discipline on students' academic performance. The study had four objectives; to examine the suitability of set rules and regulations in best performing and least performing schools; to examine the mechanisms in place that ensures that students' abides to prescribed rules and regulations; to examine how the students punishment management influence academic performance and to investigate how the administration of school rules and regulation contribute to students' academic performance. The research was conducted at Kinondoni district. It employed descriptive research design. Instruments were questionnaires, interview guides and observation check list. Five schools were selected. Data was collected and analyzed both quantitatively and qualitatively. Findings shows that best performing school has suitable school rules and regulation, use and implement different mechanism, apply fair and consistence punishment, also had suitable rules and regulations contrary to least performing schools which had unsuitable rules and regulation, do not well use and implement different mechanisms, apply unfair and inconsistence punishment and had written rules which had no supervision. Conclusion students should be aware of school rules and regulation, fair, consistence punishment, same mechanisms to communicate, motivation, recruitment and selection procedure to teachers and students. Recommendation there should be meeting between schools to share experiences on discipline-related matters vis-à-vis academic performance. Government should motivate teachers in least performing schools. Parents-teachers relationship should be established. Further research can be carried out focusing on the role of school discipline on students' academic performance in the counties or the whole country for comparative analysis.

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LIST OF ACRONYMS AND ABBREVIATIONS

MoEVT	Ministry of Education and Vocational Training
PTAs	Parents –Teacher Associations
SASA	School Administrative Service Assistance
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the research problem, objectives of the study, research questions, and significance of the study.

1.2 Background to the Study

Provision of quality education and training is the ultimate goal of any educational system. The success of teaching is reflected by academic performance of students. This goal can never be achieved without school discipline. How students are disciplined has been an issue since the inception of public education. In 1770, William Blackstone applied the phrase *in loco parentis, which* literally means in place of the parents, to educators. *In loco parentis* gave teachers the ability to act in place of the parent in response to disciplinary actions (Conte, 2000). *In loco parentis* was implemented in schools in the early 1900s, and with it came corporal punishment.

Victorian era parents believed children who were lazy and insubordinate were alienating themselves from God, and teachers were thought to be the perfect authority figure to ensure alienation did not occur (Parker-Jenkins, 1997). During this time period corporal punishment was viewed as necessary to produce citizens who conformed to the norms of society, beat out sin, and ensure learning occurred (Parker Jenkins, 1997). The book of Proverbs in the Bible advocates the use of a rod, i.e. corporal punishment, to save children's souls from death.

Therefore, teachers began administering corporal punishment for acts of wrong doing by their charges (Conte, 2000).Recently scholars have written more on indiscipline among pupils and its effects on learning outcome and their progress in schools. Discipline in school is a very important aspect towards academic excellence, while lack of it usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Gawe, Vakalisa and Jacobs, (2001:190) express cooperative learning if academic performance is to be achieved among students.

Effective discipline helps in the achievement of goals, expectation and expectation and responsibility in students (Dunham, 1984:66).Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior amongst learners eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. By definition discipline refers to the ability to carry out reasonable instructions or orders to reach appropriate standards of behaviors. It is understood to be that abstract quality in a human being which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstance, without or with minimum supervision (Ngonyani, 1973:15).

Various studies have been conducted on issues pertaining to schools' academic performance, such as those by Malekela (2000:61), Galabawa (2000:100) and Mosha (2000:4).

They have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about school discipline as one among aspects that influence performance in schools. School discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. Omari (1995:38) argues that it is difficult to maintain order and discipline in schools where teachers have no space to sit, prepare and mark students' work. In other words, Omari (1995) supports the above scholars that availability of teaching and learning materials has an impact on school discipline.

Indiscipline in schools, and consequently, school strikes, destroy the teaching-learning environment. Occasionally there are protests, riots and violence and sometimes the police have to come in to intervene to protect school property. Some schools become virtual prisons as they construct huge walls and expensive fences to protect good students, teachers and property against undisciplined students. Ohsako (1997:7) argues that violence is a sensitive issue that provokes anxiety, arouses emotions and has negative impact on school performance.

Despite the rules endorsed by the Ministry of Education and Vocational Training but they are not followed by many of the students and their teachers in some government and private schools, who misbehave wherever they are outside the school environment. As Omari (1995:25) observes, the most important thing is not so much to have written rules pinned in the office of the head teacher or discipline master as to have rules actually implemented. School rules and regulations should

facilitate administrative work, should focus on the creation of a good atmosphere for teaching and learning.

For several years now there have been concerns by various people and groups regarding the deterioration of the quality of education in secondary schools. Schools vary in categories some school have maintained standard other school standard decline .It's time to look the circumstances surrounding differential performance among them; as well as the varying levels of discipline associated with different school categories**.**

1.3 Statement of the Problem

The survey of the results of the national Form Four Examinations in Tanzania for 10 years now, from 2003 to 2013, indicates dominance of some secondary schools in the top positions. Despite numerous studies that have been carried out such as those by Malekela (2000:61), Galabawa (2000:100), Mosha (2000:4) and Omari (1995:38) that look for factors associated with academic performance in schools, little has been investigated on discipline, particularly with respect to best performing secondary schools in comparison with least performing secondary schools. A study into this issue is thus imperative that focused on how school discipline can be identified or defined, factors of its existence or absence in schools, and the principal determinants of school discipline in relation to academic performance in schools.

Therefore there is a need to address the issue of indiscipline in schools if they are to meet the academic and social needs of all students and the society in general.

1.4 General Objectives of the Study

The general objective of the study was to examine the extent to which students in best performing schools are disciplined compared to students in least performing secondary schools at Kinondoni district in Dar es Salaam region.

1.5 Specific Objectives of the Study

i). To examine the suitability of set rules and regulations in best and least performing schools.

ii). To examine the mechanisms in place that ensures that students' abides to prescribed rules and regulations.

iii). To examine how the students punishment management influence academic performance.

iv). To investigate how the administration of school rules and regulation contribute students' academic performance.

1.6 Research Questions

i). To what extent set rules and regulations in best performing and least performing schools are suitable?

ii). Do mechanisms in place ensure that students' abides to prescribed rules and regulations?

iii). To what extent students' punishment management influence academic performance?

iv). How does administration of school rules and regulations affect students' academic performance?

1.7 Significance of the Study

The study is expected to give information which will be helpful to school head teachers, policy makers in the Ministry of Education and Vocational Training, parents and other stakeholders' in Tanzania.

Furthermore the study is expected to help the Government of Tanzania in solving the increasing problems of indiscipline among students' in schools. Also the study will assist head of schools on how to manage school rules and regulations, not only in Dar es Salaam but also in other schools in the whole country at large and also will provide protective measures against indiscipline.

1.8 Definition of Terms

1.8.1 Academic Performance

Academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills.

1.8.2 Discipline

Discipline in this study means a form of discipline appropriate to the regulation of children and the maintenance of order in the school.

1.8.3 Performance

Performance in this study is the act or a process of performing a task or an action. How well or badly you do things is also involved. So the learner's actions at school indicate his performance.

1.8.4 School

School in this study is described as a formal institution for instruction or preparation for adult life which transport culture to the next generation.

1.9 Delimitation and Limitations of the Study

- Some respondents did not return the questionnaire in time and others did not fill them. The researcher had to make follow up until got enough data for analysis.
- Some head of school did not allow researcher to do research in their schools. They end up give promises for researcher to come next time that they are busy with other school issues. To tackle this researcher had to look for other school to do the research.
- Financial constraints and time limit. To handle this researcher had to work on time and use money wisely.

1.10 Chapter Summary

This chapter covered issues at stake that included background to the problem, statement of the problem, purpose of the study, specific objectives, research tasks and questions as well as significance of the study. It also covered scope of the study and chapter summary. The next chapter reviewed the available sources of literature related to the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The previous chapter attempted to justify the rationale for this dissertation. In this chapter the literatures relevant to the relationship between school discipline and academic performance in schools were reviewed accordingly. The chapter was divided into sections: the concept of discipline, theoretical framework, conceptual framework and review of related literature.

2.2 Empirical Review

2.2.1 Concept of Discipline

Traditionally, discipline in school administration meant punishment that is pain and fear. To some discipline can connote something negative as obeying orders blindly, kneeling down, doing manual work, fetching firewood and water for teachers and parents, caning and other forms of punishment. Bull (1969:108) associates this as physical discipline that leads to threatening condemnation to a child. According to Okumbe (1998), discipline is the action by management to enforce organizational standards.

Indeed discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one who knows his /her rights and his/her obligations to their community. This means that the individual must be trained to have self-control, respect, obedience and good manner (Ngonyani et al, 1973:15).

Okumbe (1998:115) and Galabawa (2001:23) see discipline as an activity of subjecting someone to a code of behavior that there is a widespread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place. Discipline, according to Gossen (1996:25) and Lockes in Castle (1958:126), is reasonable in the eyes of those who receive it and in the eyes of a society as a whole. It is expected that the rules are known by all and are consistently enforced. In order for an action to be good, discipline must also be reasonable. A person is able to deny himself or herself to his or her desires and serves for others.

2.2.2 Types of Discipline

According to this study only two types of discipline were investigated: positive and negative discipline as identified by Umba (1976), Bull 1969) and Okumbe (1998). The first type, positive discipline is sometimes known as self-discipline. Self-discipline is the kind of discipline that comes from the aims and desires that are within the person, where there is no element of fear (Umba, 1976:8). Okumbe (1998:116) relates positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and goals. It is encouraged self-control, individual responsibility in the management of time, respect of school property, school rules and authority, good relationship between students and teachers.

The second type of discipline, negative discipline, occurs when an individual is forced to obey orders blindly or without reasoning. The individual may pretend to do

good things or behave properly when superiors are present but once they are absent quite the opposite is done.

For example, a teacher may behave well before his/her head of school, perhaps in pursuit of something like promotion or other favors'. Likewise, students may behave well when their teachers are present, but resort to mischief as soon as they are out of sight.

2.2.3 Effective Discipline Skills

According to Robbins (1998: 77), the essence of effective discipline can be summarized by the following eight behaviors. Respond immediately means the more quickly the disciplinary action follows an offence, the more likely that the person responds positively. Also provide a warning this mean you have an obligation of issuing a warning before initiating the disciplinary actions. Disciplinary action is more likely to be interpreted as fair if it is preceded by a warning. Furthermore state the problem specifically by giving the date, time, place and individual involved and any mitigating circumstances surrounding the violation.

Also allow the person to explain his/her position regardless of what facts you have uncovered, due process demands that you give another person an opportunity to state his position. Likewise keep the discussion impersonal and penalties should be connected with a given violation not with the personality of the individual violator. Besides be consistent by fair treatment of individuals' demands that disciplinary actions be consistent. Inconsistency allows rules lose their impact, moral will decline

and your competence will be questionable. Finally take progressive action and penalties will become stronger if the offence is repeated.

2.3 Theoretical Framework

This study was conversant by McGregor's theory X and Y which is substitute to the classical organizations theory of Max Weber about organization (Okumbe, 1998). Theory X refers to a set of assumption about behavior of people at work it viewed a school as an organization composed of teachers, students and non-teaching staff who use discipline as a means to enforce external demands for responsible behavior in achieving the desired organizational goals and objectives these group need discipline by setting rules and regulations and punishments to lawbreaker. The use of punishment in schools is to instill discipline and is melted on student who violates the agreed rules and regulations in schools.

Theory Y viewed a school as an organization with leaders as person who work effectively by efficiently apply leadership skills so as to gain willing support from teachers, students and non-teaching staff through the use of rules and regulations set by management (Okumbe, 1998).McGregor's Theory X and is Y help education managers to identify extreme form of management style which can be used for effective management of rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments in the school.

The key variables in application of McGregor's theory to this study will be school rules and regulations for efficient management and administration of punishments to

both deter and retribute the offenders and time management that refers to the effective utilization of time allocated to individual activities in an education institution. According to (Mafabi, *et al* 1993) activities to be done includes both classroom and outside work such as sports, gardening and cleaning work or house work.

2.4 The Conceptual Framework

For the most part in the period of education worldwide, the concept and knowledge of discipline was narrowed and circumscribed. The idea of punishment was predicted upon the punishment model. Punishment is considered necessary as a disciplinary measure in the schools and therefore used as a means to maintain "good discipline," often referring to conformity and order in schools. In this case, punishment as a social institution is intended to control, correct or bring into the desired line the behaviour of an individual or group of individuals.

However, corporal punishment is often problematic and it is still a problem today, unless strictly monitored. Gossen (1996:30) and Omari (2006:131) argue that punishment does not teach the correct behaviour, it destroys even the opportunity to demonstrate the acceptable behaviours. From the age of eighteen onwards there is a growing opposition to any use of physical force in disciplining individuals.

This view brought to the surface two opposing views on discipline and these are in line with Douglas McGregor's Theory 'X' and Theory 'Y' assumptions about people (McGregor, 1960:3-57). There are those people who regard discipline only as a

punishment as applied to Theory ‘X’ assumptions. In schools, for example, a teacher or a student just does not want to follow the code of behaviour.

To make them disciplined threat punishment, control, rewards and incentives have been seen to be the most effective measure in maintaining discipline in schools.

Another group of people are those who are against corporal punishment. Among these are educational philosophers and psychologists (Wilson, 1971 and Newel, 1972). They look at discipline as a process of encouraging teachers and students to behave more uniformly, towards meeting the objectives of education. This group of people are applying Theory ‘Y’ assumptions about people. They argue that external coercion and control are not only means for bringing about effort toward organizational objectives. Management cannot provide a man with self-respect, but to create conditions that would encourage self-discipline. Punishment in school according to them creates in the child a tendency towards blind imitation and fear.

On the other hand, Omari’s conceptual framework for Quality Assurance (1995:25-45) has also integrated with Theory “X” and “Y” assumptions by providing the basic school and extra-school inputs to reveal connectedness in bringing out influence of school discipline and academic performance.

Within McGregor’s Theory “X” and “Y” assumptions and Omari’s Model, the relationship between “discipline” and “academic success” in a school setting can be construed as per researcher’s conceptual framework in Figure 2.1.

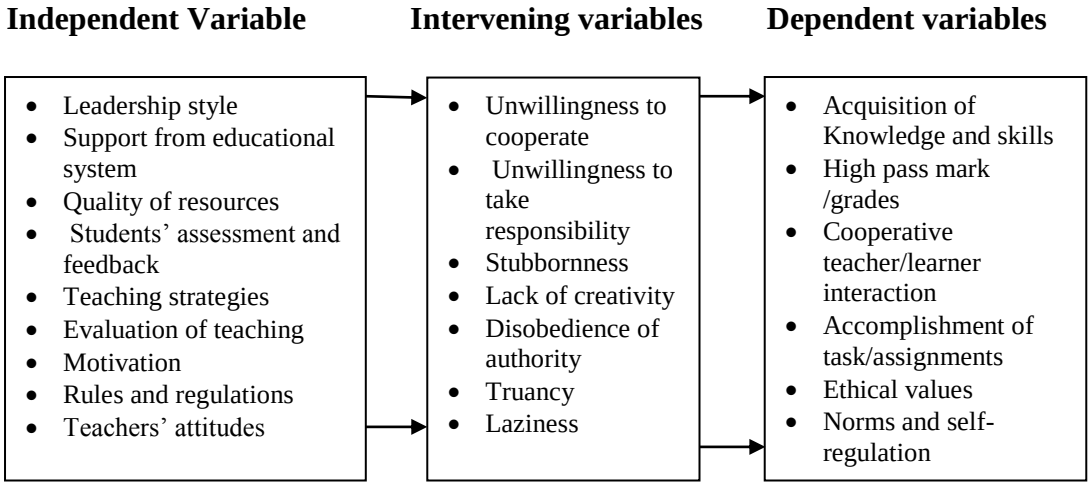

Figure 2.1: Construed Relationship between Controlled Punishment, Self-Discipline, Supportive School Environment and Academic Outcomes

Source: Researcher's Conceptualization with Insights from McGregor's Theory 'X' and 'Y' McGregor (1960:3-57) and Omari's Model (1995:25-45) on Education Quality Assurance.

2.5 Effect of Suitability of Set Rules and Regulation on Students' Academic Performance: A literature Survey

2.5.1 Positive Discipline

In order to increase positive discipline, disruptive behavior needs to decrease in schools to create an environment that is conducive for learning. Cotton (2006:2) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners, and teachers. Once rules have been communicated, the fair and consistent enforcement of the school rules, and providing a hearing process for students to present their side of the story, will also increase learners' and parents' perceptions of fairness.

Disciplinary policies should also set out the different categories of offences, depending on the circumstances or seriousness of the offence.

Gaustad, (1992) report on research in 600 secondary schools in which they found that unclear or unfair rules which are inconsistently enforced are associated with poor discipline in schools. Gaustad, (1992) states that although "good behavior is necessary, it is not sufficient to ensure academic growth". Gaustad (1992:1) argues further that effective school disciplinary strategies should seek to encourage responsible behavior and provide all learners with a satisfying school experience as well as discouraging misconduct. These are learners, however, who, in spite of schools trying their best to make education a satisfying experience for them, still dislike school.

Research has shown that learners, who dislike school, perform poorly academically, have limited career objectives, and are more likely to be disruptive (Cotton, 2006:2). Therefore, researchers believe that social involvement in school activities could help learners to be more positive about attending school. Cotton (2006:2) recommends that underachieving learners should be helped through a remedial program, which would also create a more positive attitude towards schoolwork if the learners in question start to show signs of improvement. Teachers' positive attitude to their profession also plays a significant role in learners' attitudes toward school.

Gaustad,(1992) found that commitment, on the part of the staff, to establish and maintain appropriate learner behavior as an essential precondition of learning, is the chief component of preventive discipline.

According to Gaustad (1992), the creation of an accepting social climate, characterized by a genuine concern for learners as individuals, is also typical of a well-disciplined school.

Making the curriculum interesting for learners, so that they will want to come to school to learn and also be prepared and well-trained, shows that teachers are serious about what they say and, in turn, earns them respect as professionals. Charlton and David (1997) concur that learners' misbehavior may be a logical and not unreasonable response to a timetable which includes subjects and material in which they have little or no interest, and/or which is administered to them in a manner that is uninteresting and which discourages their involvement.

Bumbarger (1999:3) concluded by saying that to train teachers in effective classroom management may increase the consistency of discipline, potentially reducing unnecessary exclusions and preventing the erosion of the deterrent effect of suspension and expulsion.

2.5.2 Behavior Modification Programs

To improve the behavior of misbehaving learners, there are many educational programs on the market. Researchers Brophy and Luke (Gaustad, 1992), found that rewards and punishments based on the behavior of individuals in a group are effective in remediating misbehavior.

However, there is not much research into the effectiveness of all of these programs. It seems, though, that contemporary behavior modification approaches, in which

learners are more actively involved in shaping their own behavior through participation with teachers who will help them to change and evaluate their own behavior, provide successful results. It is important that teachers should teach appropriate behavior to learners'.

Cotton, (2006) found that an orderly school is characterized by commitment to appropriate student behavior and clear behavioral expectations for learners. Furthermore, Duke also recommends that rules, sanctions, and procedures should be discussed, debated, and frequently formalized into classroom management plans and school disciplinary codes. By doing so, the school shows its commitment to creating orderly discipline and shows concern for the learners by involving learners as decision makers, creating an environment that is learner-centered and incorporating students' problem-solving activities (Cotton 2006:10). Therefore there was a need to establish the effect of suitability of school rules and regulation on students' academic performance.

2.5.3 Effect of Mechanism in Place that Ensure Student Abide to Schools Rules and Regulations

According to (Kajubi, 1997), a disciplined student is the one expected to do the right thing at the right time. Bratton and Gold (2003), also shared the same opinion with Kajubi (1997), where they say that, a disciplined student is the one who is in the right place at the right time.

However in most schools in Tanzania, students misuse time through loitering in villages and yet time is a factor for achieving success, others arrive very late for

classes missing lessons, which seems to affect their academic performance. According to Byarugaba (1991), time is a scarce resource and therefore requires proper allocating so as to enable any organization achieve its goals.

Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Mafabi, *et al* (1993) also agreed with this idea and argued that, for the success to be achieved, in the school environment the school head teacher is expected to be an example of good time management. Despite this expectation, the practice in most secondary schools in Tanzania is that, most of the school activities seem not to respect the designed time table.

Clifford (1993) also conquered with Mafabi *et al* (1993), and noted that discipline should take priority over other activities and must be enforced. He argued further that, much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports.

During their study on time management in public schools in the United States of America Parkes and Thrift (2001) shared the same opinion with Clifford (1993) and established that; time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools in Tanzania for example assemblies tend to interrupt on the time for other activities an indication of poor time management.

Docking (2000), conquers with the opinion of Clifford (1993), and contends that, a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools in Tanzania are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to have an effect on students‟ academic performance.

Cotton (2000) argues that lack of discipline is the most serious problem facing the education system in America's schools with many educators and students gravely concerned about disorder and dangers in school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruptions leading to many suspensions in a year (Cotton, 2000).

The survey conducted by Felister (2008), in the secondary schools in Tanzania, discovered that, majority of the headmasters and headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management. The effect of mechanism that ensure student abides to school rules and regulation this remained unknown and thus a need for this study.

2.5.4 Effect of Management of Rules and Regulation on Students' Academic Performance

According to Okumbe (1998:2) management is the process of designing, developing and effecting organizational objectives and resources so as to achieve the

predetermined organizational goal. Management as to make sure policies, goals and objectives are formulated and clearly stipulated and well known to both the occupants and the society Okumbe (1998:11). According to Weber for an organisation to be successful there must be strict adherence of rules and regulation so as to ensure conformity and uniformity among people.

According to Porteus, Vally and Ruth (2001:98), section 8(1) of SASA empowers a governing body of a school to formulate or adopt the code of conduct that aims at establishing and purposeful environment to effective education and learning in schools that should not be punitive but facilitate constructive learning and establish moral values. In formulating the code of conduct, a governing body must involve parents, learners, educators and non-educating staff at school.

Masite and Vawda (2003:4) assert that co-operative discipline encourages the involvement of all the stakeholders in drafting the code of conduct for learners. The importance of even primary school learners' contribution in drafting the code of conduct cannot be underestimated, although they are not represented in the school governing body. The educators must ensure that the learners make their contribution because they are likely to respect the code of conduct they had helped to prepare. Since discipline is concerned with guiding and controlling learners, Masite and Vawda (2003:13) say educators must be sensitive when making classroom/school rules.

They should make rules that tell the learners what behavior is expected in the classroom or school environment, because the expected behavior and the

consequences of failing to comply should be made clear and applied to everybody. So disciplining in the classroom will have a purpose if rules are well known. According to Chang (1995:9), the managers can make use of meetings and discussions to communicate, clarify and simplify co-operative and democratic discipline to their staff members and encourage them to implement it in the schools and therefore the principal must communicate with the educators so that the educators have a clear picture of how they are going to maintain discipline (Badenhorst, et al, 1997:150).

The school head should not be the only disciplinarian in the school. Whisenand and Ferguson (1996:13) express their opinion that disciplinary actions always start with the immediate supervisor, so the principal must see to it that all staff members are entrusted with power to discipline to a certain extent. Ideally schools set rules and regulation to govern the various lifestyles of students containing the dos and don’ts (Okumbe, 1998). School discipline aims to control the students' actions, behavior, to ensure the safety of staff and students, and to create an environment conducive to learning.

Okumbe, (1998), pronounce that regulations on the other hand are authoritative disciplines with a course of law intended to promote discipline in school.

Lupton and Jones (2002), also agreed with Okumbe (1998), and said schools that are effective demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. However

there is nothing has been said on the effect of rules and regulation on students' academic performance. Thus need for this study.

Jones *et al*, (2002), also agree with Hernandez and Seem, (2004), he argues that effective schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. Hernandez and Seem, (2004), argue that the operation of schools' is directly influenced by the way the schools' administered students disruptive behavior. The school discipline therefore prescribes the standard of behavior expected of the teachers and the students. Schools disciplines are among the strategies designed to instill good conduct of students, this implies self-control, good behavior and obedience to school authority (Adams, 2003).

During admission students are given prospectus, which spell out some of these rules specify in most cases what students should do and what they should not do (Adams, 2003). Rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Meyers and Pawlas (1989) recommend periodically restating the rules, especially after students return from holidays.

Kabandize, (2001) observes that disciplines are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton, (2000) also say that the best results could be obtained through vigilantly reminding students about disciplines in school and monitoring their compliance with them.

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system.

Johns Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson analyzed data from over 600 of the nation's secondary schools, they found that the school characteristics were associated with discipline problems: rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (Gottfredson 1989).

After reviewing dozens of studies on student behavior, Duke agreed with many of the Gottfredsons (1989) conclusions. Orderly schools, he noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have. The Gottfredsons (1989) suggest creating smaller schools or dividing large schools into several schools-within-schools.

This has been done in several Portland, Oregon, middle schools that have large numbers of at-risk students. For example, as Director of Instruction Leigh Wilcox explained, Lane Middle School has been divided into three mini schools, each with a

complete age range of students taught by a team of teachers. Discipline policies should distinguish between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses.

Actual criminal offenses may be reported to the police as part of a cooperative anticrime effort (Gaustad 1991). Different Research shows that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior.

Also citing studies showing that students who dislike school, do poorly academically, and have limited career objectives are more likely to be disruptive, Gottfredson (1989) recommends that schools work to increase academic success for low-achievers. However, this alone is not enough. A comparison of three alternative programs for at-risk youth revealed that while achievement increased in all three, delinquent behavior decreased only in the program that also increased students' social involvement and attachment to school. Discipline problems will be reduced if students find school enjoyable and interesting. For example; when teachers at Wilson Elementary School in North Carolina changed their instructional practices to accommodate a variety of learning styles, discipline problems decreased dramatically. Sometimes problem behavior occurs because students simply don't know how to act appropriately.

Black and Downs (1992) urge administrators to regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in

future employment as well as in school. They present detailed procedures for "de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing students for classroom re-entry."

Though students are reminded on what they should do there is still wide spread violation of school rules and regulations whereby students beat their teachers, involve themselves in drug abuse, drink alcohol and go out of school without permission this hinder the smooth functioning of the school system and thereby affect students' performance.

These happen due to disrespect done by students on the formulated school rules and regulations that could assist them guide their behaviors at school. Though the researchers concerned much on discipline in schools without studying its effects on students' academic performance, this is aim of this study.

2.5.5 Effect of Punishment Management on Students' Academic Performance

Punishment is the infliction of an unpleasant or negative experience on an offender in response to an offense. Punishments are necessary if rules and regulations are to be enforced. This may be through inflicting blows on an opponent, abuse or treat severely or improperly .According to Okumbe (1998) there are various types of punishments that are administered in the secondary schools in Tanzania. These include the different modes or forms, which prevail in our schools in Tanzania such as reprimand, bawling out, ridiculing, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck,

standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

Omari (2011:100) argues that punishment in classroom are of two types which are presentation or administration of noxious or aversive stimulus this include corporal punishment, after an undesirable response for example; use of abusive language and removal of pleasant stimulus from the situation when undesirable response has been omitted foe example abusing the teacher or forbid a child from going home in time in order to eliminate the undesirable response.

According to (Okumbe, 1998) the use of punishment in schools is to instill discipline and is melted on student who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behavior and therefore improving school discipline, if corresponding with the offense committed. Though, recently there are situation where a student who commits an offence, can easily go unpunished. Nevertheless, in most secondary schools some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning, suspension, expulsion, branding and mutilation of students (Encarta, 2009).

Punishments are expected to enforce compliance when students are under the care of teachers Mafabi, et al, (1993). This view is also shared by Cotton, et al (2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviors and the outcome or accountability for their

mistakes. Creswel, (2003), also claims that with a well-behaved class, teaching could be among the most wonderful jobs in the world. Though what really occurs in our schools is that unwanted behaviors are on the increase despite the presence of these punishments.

Teachers are troubled about the aggression being directed to them by both students and their parents. This has led to some students to be expelled, suspended, forced to do hard work at school, chased out of classes all of which appear to affect their academic performance.

Baumard, (1999) shared the same opinion but argued that punishment is a means of controlling disruptive behavior. He added that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers should always make student to realize why their being punished. According to Cotton, *et al*, (2000) uniform punishment can be an effective way of controlling students‟ behavior if students, teachers and school administrators know and understand that punishment are firm, fair and consistent. McGregor added that during administration of punishment there should not be any kind of favoritism it should be applied consistently .If punishment applied fairly the act might motivate student and improve their academic performance.

Hogan and Pressley (1997) also agreed with Muthoga (1997), who noted that some ways of administering punishments create fear among students that led to truancy and early attrition. Early attrition from school could lead to social exclusion, as the

students who were affected would not have acquired any productive skills that would benefit them and the society in which they live. The implication is that they would become social outcasts. They further argued that teachers should be careful during administration of punishment due to fact that some forms of punishments like corporal punishment can lead to physical injury.

Also children who have experienced corporal punishment are more likely to be aggressive towards their peers, to approve of the use of violence in peer relationships, to bully and to experience violence from their peers, to use violent methods to resolve conflict and to be aggressive towards their parents.

These children learn that violence is an appropriate method of getting what you want and that children copy their parents' behavior. Children describe feeling aggressive after being physically punished. In 12 of the 13 studies included in the meta-analysis, corporal punishment was found to be significantly associated with an increase in delinquent and antisocial behavior; the link with behavior problems has been confirmed by numerous later studies involving both young and older children. This would lead to absence from schools and consequently reducing the academic performance of the injured students.

According to (Okumbe, 1998) punishments are an effective method of remediating individual misbehavior and therefore improving school order if they commensurate with the offence committed and must also be perceived by students as punishments . However in most secondary schools in Dar es Salaam, some forms of punishments

are unfair and undeserved like corporal punishment in schools involving severe canning of students. The effect of such severe punishments on students' academic performance had not been given attention. This study will investigate if student are affect by punishment administered to them.

The study carried out by Docking (2000), on application of punishments in schools in the United Kingdom observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear.

Canter, (2000) in his agreement argues that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Instead students provoke resistance and resentments such as cyclical child abuse and pro-violent behavior. Students turn to lying about their behavior so as to escape punishments.

Hyman & Perone, (1998) argues that corporal punishment is a technique that is easily abused, leads to physical injuries, and can cause serious emotional harm. There is no clear evidence that corporal punishment will lead to better control in the classroom, enhance moral character development in children, or increase the students' respect for teachers or other authority figures (Society for Adolescent Medicine, 2003).

Corporal punishment does not instruct a child in correct behavior. Moreover, the use of corporal punishment in schools communicates that hitting is the correct way to solve problems and violence is acceptable in our society.

Corporal punishment does not produce long-lasting improvements in behavior; it negatively affects the social, psychological, and educational development of students; it contributes to the cycle of child abuse; and promotes pro violence attitudes of youth (Andero & Stewart, 2002; Gershoff, 2010; Owen, 2005; Society for Adolescent Medicine, 2003.The effect of punishment management on students' academic performance remained unknown and thus a need for this study.

2.6 Literature Gap

The literature review involved elaboration of key concepts related to this study. However, many of these studies that attempted to examine the role of school discipline on students' academic performance were conducted outside Tanzania.A few of the studies that have conducted in Tanzania examined the factors of academic performance in secondary schools focused more on managerial skills and availability and efficiency of resources.

These studies reviewed included Hemedi (1996), Galabawa *et al* (2000) and Lyamtane (2004). They have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about school discipline as one among aspects that influence performance in schools. Omari

(1995:38) argues that it is difficult to maintain order and discipline in schools where teachers have no space to sit, prepare and mark students' work. In other words, Omari (1995) supports the above scholars that availability of teaching and learning materials has an impact on school discipline.

However, little has been said or investigated regarding a possible connection between academic performance and the state of school discipline in private and ordinary secondary schools, particularly the 'best' and 'least' performing ones as indicated by national examinations results. The study intends to fill up this gap in the literature.

2.7 Chapter Summary

In this chapter, the literature review related to the undertaking has been critically examined. The review has traced the concept of discipline, types of discipline, effective discipline skills, and theoretical framework. Also it traced review of related conceptual framework literature, and research gap**.** Research methodology is presented on the following chapter.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Chapter two dealt with literature review in which the knowledge gap related to the study was identified. This section presented the description of the study area, research approach, the research design, study population, sample population, sampling procedure, research instruments, research procedure, data analysis and research ethics.

3.2 Description of the Study Area

The study was conducted at Kinondoni District in Dar es Salaam region. The selection of this region was based on the following reasons; first, the region had a population of 4,364,541 according to national census (2012). The region has the highest number of secondary school 325 according to BEST (2011) also secondary schools in Dar es Salaam region featured in the category of high performing schools and some in the category of low performing schools in the country of which most of the school are owned by government. The study intends to take on high and low performing schools from each category. The distinct features of such schools enabled the researcher to obtain the required sample for examining and analyzing influence of students discipline on academic achievement. Second, some of the students in most of the secondary schools are reported to engage in fights with teachers, truancy, boycotting school, and the use of alcohol and other unwanted behavior (Mkumbo, 2011).

Field data from Kinondoni concerning influence of students discipline on academic achievement as well as leadership styles served as real test of the seriousness of the MoEVT in attaining its quality improvement targets. Figure 3.1 presents study area.

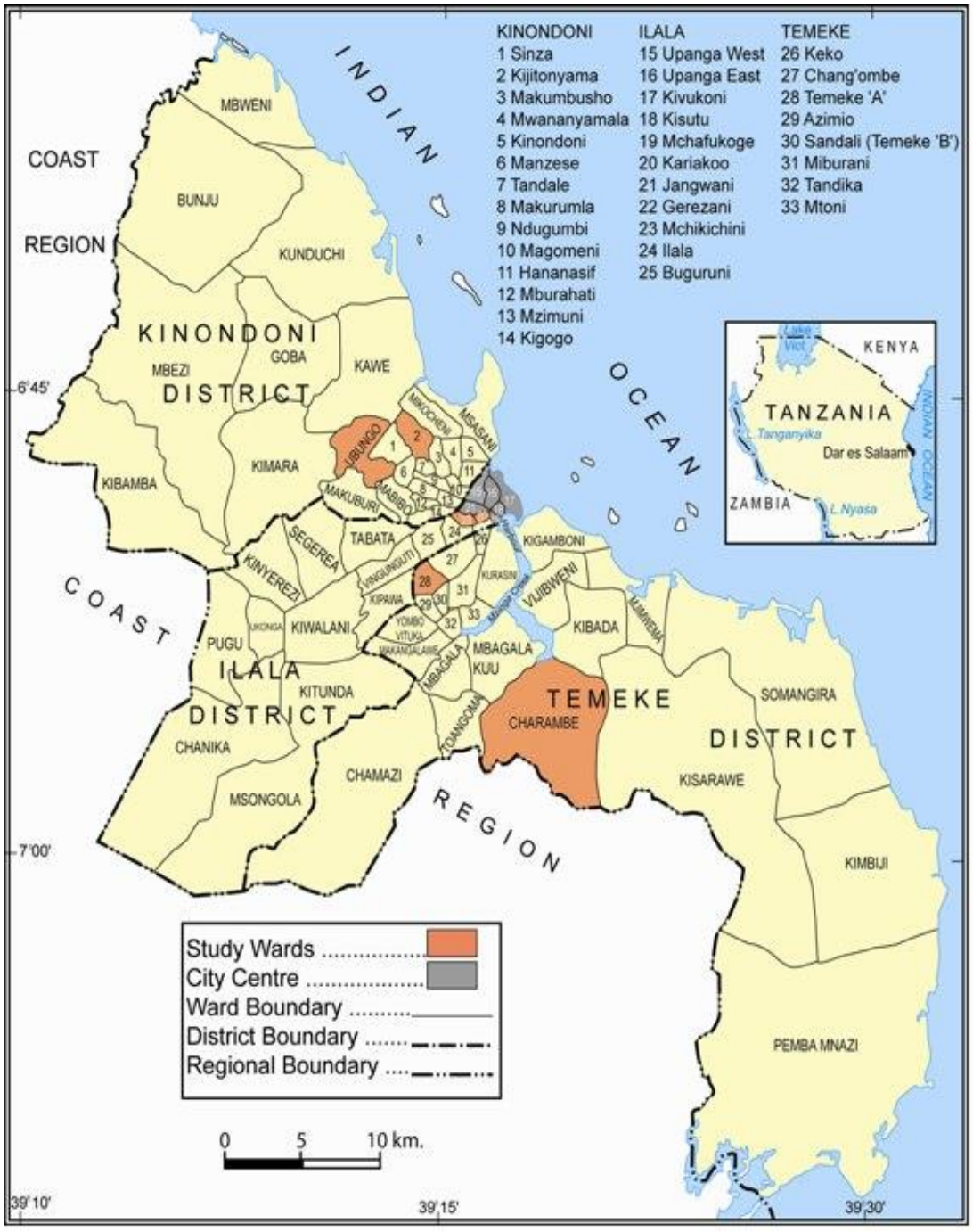

Figure 3.1 Location of the Study Area

Source: Atlas for Primary School in Tanzania (2005:42)

3.3 Research Approach

The study employed both qualitative approach and quantitative approach. The study has selected an essentially qualitative approach for data collection in order to explore phenomena whereby in-depth interview and participant observation was done to describe variation, to describe explanation relationships, to describe individual experiences and group norms in order to get participants perspectives using interactive strategies in real-life situation.

Quantitative approach was used in this study to confirm hypothesis about phenomena whereby questionnaires were used to quantify variation in frequencies and percentage, to predict causal relationships, to describe characteristics of a population by making statistical summary and analysis and to facilitate the drawing of inferences related to the study in order to measure participants' views towards discipline management practice.

Quantitative approach also helped to present simple statistical analysis because many questions were closed-ended this allowed to crosscheck the correctness of the information gathered in the field as well as to ensure that the strengths of one method offset the weakness of the other, hence making it possible for the study to justify the results obtained through other instruments during data collection.

3.3.1 Research Design

The study employed descriptive survey design. Descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual

information, data on attitudes and preferences, belief and predictions, behavior and experiences-both past and present (Cohen, Manion & Morrison, 2000).

According to Omari (2011:96), descriptive survey design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents about their thoughts, opinion and experiences. Therefore, in this study descriptive survey helped to gather and analyze data as it combines two approaches (qualitative and quantitative) for in-depth and wide information. Hence it enabled acquisition of a rich, robust, holistic description and understanding of the problem under investigation, which is to investigate and explore students discipline and its impact on their academic achievement in Kinondoni secondary schools.

3.4 Focus Population

The term population refers to a large group of people, an institution or a thing that has one or more characteristics in common on which a research study is focused. It consists of all cases of individuals or things or elements that fit a certain specification Fraenkel and Wallen (2000:103) denote that a population is the group of interest to the researcher from which possible information about the study can be obtained. Omari (2011) added that a population is the totality of any group of units which have one or more characteristics in common that are of interest to the research.

The targeted population for this study included the following category of the sample head teachers, discipline masters/mistresses, teachers and students. These categories were selected because they comprise of the major composition of disciplinary

indicators in the school administration (Kochhar, 1997) and the school as community its operations were affected by teachers, students and head teachers.

3.5 Sample Population

A sample is a smaller group of subjects drawn from the population in which a researcher is interested for purposes of drawing conclusions about the universe or population (Kothari, 2004:157). Leedy (1986:210) adds that the results from the sample can be used to make generalization about the entire population as long as it is truly representative of the population. Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004).Sample size was drawn from selected school.

The sample of schools included both private and ordinary schools. Five schools were selected as the study wanted to make an in-depth analysis about discipline and students' academic. Schools: Three private secondary schools were obtained from top twenty (best- performing) secondary schools. The similar procedure was also used to obtain any two schools among twenty public secondary schools that constituted the bottom least performing schools over the 3 year period in Dar es Salaam region.

Heads of Schools: The heads of schools who are the top leaders (administrators or executors) of all school responsibilities including discipline issues were also purposively selected. The heads of schools being custodians of school discipline by virtue of their offices have assumed to have adequate information on school

discipline, formulation and implementation of school policies, rules and regulations of the nation at school level, and on various disciplinary actions in the schools and strategies employed to enhance discipline. There is only one head of school in each school and, therefore, the study dealt with 5 heads of schools.

Discipline Masters/Mistresses**:** A discipline master or mistress, one in each school, was included in the sample because of their position and responsibilities about discipline. They assist heads of schools in dealing with day-to-day disciplinary issues in their respective schools. They were be selected purposively because it has also assumed they have adequate information on school discipline which is discipline of teachers and students and about implementation of all matters of discipline.

Teachers: Teachers were included in the sample because they have relevant and reliable information about discipline matters in schools. Stratified sampling was employed to select teachers on the basis of their experience in teaching and long service in a particular school. The stay in schools included the categories of 1-3, 3-5 and above five years. These have varying levels of knowledge and involvement in discipline matters over time. After then, a total of 7 teachers in each school were randomly selected from strata of their teaching experience and stay in a particular school.

Students: This category of participants was selected to provide information on the influence of school discipline and academic performance in schools. Students were selected through purposive random sampling on the basis of their stay in the school by including those in the Form Three and Form Four.

They were selected because they are in the high class levels and it has assumed that they have adequate knowledge and involvement in discipline issues in their respective schools. Simple random sampling was employed to select 20 students from each school.

The researcher wrote on small pieces of paper: “included” and "not included” which was then be mixed up. The students were invited each to pick one piece of paper. Those who picked “included” formed the sample of the study. The sample participants’ categories were 5 heads of schools, 5 discipline masters/mistresses, 42 teachers and 120 students. Therefore the total categories of sample participants were 172.The table below summarizes the distribution of sample;

Table 3.1 Population Category and Sample

Category	**Sampled**	**Participants**	**Sampling Procedure**
Head teachers	5	5	Purposive
Discipline master/mistress	5	5	Purposive
Teachers	42	38	Purposive
Students	120	100	Purposive and simple random
Total	**172**	**148**	

Source: Field Study, 2015

3.5.1 Sampling Procedures

Sampling procedures that employed in this study was probability and non-probability sampling which include purposive sampling; stratified random sampling and simple random sampling. Purposive sampling in this study involved the selection of those participants who portrayed the key characteristics or elements with the potential of

yielding the right information. According to Fraenkel and Wallen (2000:112), purposive sampling is an occasion based on previous knowledge of a population and the specific purpose of the research investigators for use in personal judgments to select a sample.

(Kathuri & Pals, 1993) added that purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study. Head teachers, discipline master/mistress and teachers were purposively selected.

Purposive sampling was also be used to get the sample of students from selected schools. This method was used because it economizes time and reliable information was obtained at a much reduced cost and time (Kothari, 2004).Gall and Meredith (2003) supported by arguing that specific information is obtained through employing purposive sampling in any study. After identification of the sample frame, random sampling was used where all students in selected schools were having equal chances of being selected. This is because the study wanted students who are knowledgeable.

Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subject proportionally from the different strata. Stratified random sampling was used to select schools because it takes into consideration the heterogeneous nature of the population to be sampled (Amin, 2005). This procedure was relevant

for the study because it helped to reduce chance variation between a sample and the population it represents (Grinnel and Richard, 1993).

3.6 Data Collection Methods

3.6.1 Documentary Review

Document search was used in this study. The method entailed data collection from carefully written official school records or documents. This included official correspondence, minutes of meetings, staff duty files, students‟ roll call files and other published literatures. The information collected through the review of documents enabled the researcher to cross-check the consistency of the information collected through the questionnaires and interviews (Borg and Gall, 1993).

In the light of this study, document such as punishment record sheets was consulted to obtain the kinds of punishment given, and the written records on number of students selected for some tasks or awards and the number of teachers associated with some events was also obtained. The use of documentary review enabled the researcher to record some information regarding the kinds of misbehaviour and punishment given to the offenders and to obtain some information regarding the general performance as well as individuals (Appendix F).

3.6.2 In-depth Interview with Key Informants

In the nature of this study both structured and semi-structured interviews was employed to collect rich and deep information of role of school discipline on students' academic performance from the heads of schools, discipline and

masters/mistresses. Responses from interviews were recorded under headings emerging from interviews with the interviewees (Appendix C and D).

3.6.3 Observational Checklist

The researcher used observational checklist to observe what goes on in schools and classrooms. By the help of observational checklist the researcher observed teaching methods used by teachers during teaching-learning activities in the classroom. For instance, how students interacted among themselves or with their teachers and how they behaved in general. Each observation took around 10 minutes. Notes from the field notes were written at the end of each observation describing in detail the setting and activities during the lessons.

Furthermore, the researcher observed the number of physical resources such as libraries, laboratories, teachers' houses, offices, students' dormitories and number of classrooms and classroom facilities. The data that was obtained through observation complemented the data gathered through interviews, questionnaires and documentary review.

Kothari (2004:96) indicates that observation increases the chance for the researcher to obtain a valid and credible picture of the phenomenon being studied.

The method thus helps the researcher to have an opportunity to look at what is taking place in the situation. Besides, he argues further that this method tends to eliminate subjectivity and bias in data collection and it gives accurate information relating to what is actually seen in time and place. (Appendix E).

3.6.4 Questionnaire

A questionnaire is a set of questions given to a group of individuals targeted to obtain data about the problem studied. The questionnaire consists of a mixture of open-ended and closed-ended questions. Open ended questions are meant to gather more information through elaboration and explanation. Closed ended questions, on the other hand, are asked to verify and confirm, usually eliciting only simple and specific answers. Open-ended questions offer more freedom to the respondents to expound on their views, feelings or attitudes toward a subject.

This allows researchers to better access the respondents' true feelings on an issue whereas closed-ended question items limit the respondents to specificity of the responses for purpose of quantification and approximation of magnitude. The questionnaires were administered to students for obtaining information concerning their understanding and perceptions of the link between school discipline and academic performance.

This method has been chosen because a lot of information from a large number of people can be collected within a very short time and it is economical in terms of money and time. It also ensures confidentiality and thus gathers more candid and objective replies. (Moser and Kalton, 1979) say that questionnaires require less time and money compared to other methods like focus group discussions.

Kothari (2004:105) supported that questionnaires are relatively cheap and economical by which the researcher can administer the questions and collect a

considerable amount of information. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

According to (Amin, 2005:270), questionnaires do not allow probing, prompting and clarification, the researcher as to employ interview in order to collect additional data that might have been left out by the questionnaires whose items are fixed. (Appendix A).

A total of 162 questionnaires were distributed to students and the teachers' answers from questionnaire were collected after one week. Information obtained from the questionnaire was compiled into statistical data for analysis. Interview was done one week after collecting the questionnaires whereby the correspondents were provided options to select convenient time and comfortable place for the interviews in order to ensure full cooperation and trust.

When the interviews are over, data collected were edited analyzed according to the nature of the response to ensure that they were fully completed. Information obtained from the questionnaire was compiled into statistical data for analysis.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd (1986:223-224) and Mahlangu (1987:85) say the validity of the questionnaire relates to its

appropriateness for measuring what the questionnaire is intended to measure. This is explained by Van Rensburg, Landman and Bodenstein (1994:560).

Anonymity provides truthfulness in validity. Sometimes it requires studies of the interpretation of questions made by subjects. The validity of research instruments was ensured by assessing the questionnaire item during their construction. Questions were discussed with the supervisor before giving them to two independent lecturers from the school of Education, Open University for verification. This was to clear any lack of clarity and ambiguity.

The content related validity of the questionnaire was determined by giving questionnaires to two different and independent professors from school of Education, Open University. These professors examined them to assess the relevance of the questions with the objectives of the study.

3.7.2 Reliability

Reliability refers to the consistence of the research instruments. According to Mahlangu (1987:84) this means that a questionnaire is consistent. Reliability of an instrument is the dependability or trustworthiness of an instrument. This mean the degree to which the instrument consistently measures what it is supposed to measure (Amin, 2005).

For the researcher to check the reliability of questionnaire, the researcher carried out a Test-Retest method where a respondent who completed the questionnaire was

asked to complete it again after two weeks and his/her choices compared for consistence.

3.8 Research Procedure

When the research instrument are ready the researcher discussed with supervisors to prove the validity and reliability of the instrument, and then researcher was given an introductory letter from Dean, School of education, Open University of Tanzania which introduced her to managers of selected school. Using permission letter the researcher was able to meet school managers for appointments to access documents, do interview and distribute questionnaires to respondents.

3.8.1 Data Analysis

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). Both qualitative and quantitative techniques were employed for data analysis. Quantitative technique was used to analyze questionnaires using percentage distribution technique.

This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. The data were tallied and computed into frequencies and percentages using excel. The data were presented in tables for ease of interpretation and discussion.

Qualitative data from interviews was analyzed descriptively and information presented in the narrative form. According to (Bell, 1993) qualitative data from

interviews was analyzed descriptively or narratively where the researcher presented detailed literature description of the respondents' views for the reader to make their opinions. In qualitative data responses were categorized on the basis of similarities and core meaning, whereby each category represented a unique way of understanding.

3.8.2 Data Presentation

Tables were used to present the processed data as results of the study. Word reporting structures were used to present discussion of the findings, summary, recommendations and conclusions. The methods are chosen because they are simple to apply and easy in understanding to a variety of readers and the audience at large.

3.9 Ethical Considerations

Jowell (1986) observes that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent will be obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants.

Researcher explained the aims of study to respondents and tell them truthfully that their involvement is voluntary. Also researcher explained potential benefits to school head teachers, academic masters/mistresses, teachers, and students as a result of my study. The respondents were informed of all data collection devices and activities. The respondents were treated with respect and their personal

identifiers were not be included in the research report released to the public in order to avoid the identification of respondents. Anonymity of the respondents was also assured and the data that provided were treated with utmost confidentiality.

3.10 Chapter Summary

The chapter has presented the research approach, research design, area of the study, study population, sampling procedures and methods of data collection. Also it has presented methods of data processing, data analysis, research ethics and chapter summary.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents presentation, analysis and discussion of research findings done through interviews with the heads of schools, discipline masters/mistresses, and questionnaires administered to teachers and students, as well as through observation in the light of the research objective and question articulated in chapter one .The chapter has been divided into three section namely introduction, background information and research question study sought to answer.

4.2 Students Characteristics

Table 4.1: Distribution of Students Responded by Gender and Type of School

Gender	**Frequency**	**%**
Males	57	57
Female	43	43
Total	**100**	**100**
Type of school		
Government	40	40
Private	60	60
Total	**100**	**100**
Boarding	60	60
Day	40	40
Total	**100**	**100**

Source: Field Study, 2015

The table above show that (57%) respondents were male and (43%) respondents were female. This indicated that male students dominated relatively in the study.

4.2.1 Teachers Characteristics

Table 4.2: Distribution of Teachers Responded by Gender, Level of Education and Working Experience

Variable	Category	Frequency	%
Gender	Male	27	56.3
	Female	21	43.7
	Total	**48**	**100**
Position	Head of schools	5	10.4
	Discipline Masters/mistresses	5	10.4
	Teachers	38	79.2
	Total	**48**	**100**
Education level	Diploma	6	12.5
	Degree	39	81.2
	Masters	3	6.3
	Total	**48**	**100**
Work experience	0ne to five years	7	14.6
	Six to ten years	26	54.2
	Eleven to fifteen	15	31.2
	Total	**48**	**100**

Source: Field Study, 2015

Table 4.2 above shows that 3(6.2%) of head schools were female and 2 (4.2%) were male .Majority 3(6.2%) of discipline masters were males while 2(4.2%) of discipline mistresses were female.Majority26 (54.2%) of teachers were female while12 (25%) of teachers were male. This shows that female teachers dominated the study.

Regarding position majority 38(79.2%) of respondents were teachers, 5(10.4%) were head of schools and 5(10.4%) were discipline masters/mistresses. Further study shows that majority 39(81.2%) of respondents had a bachelors' degree. 6(12.5%) had diploma and 3(6.3%) had Masters in teaching. This means that majority are qualified teacher.

Regarding working experience the study reveals that 7(14.6%) of respondents had served as teacher for1- 5 years , 26 (54.2%) of respondents had served as teacher for 6-10years of experience and 15(31.3%) of respondents had served as teacher for 11-15years this shows that not only they are effective teachers but also they have experience on academic success.

4.3 Influence of Suitability of Set Rules and Regulations on Students' Academic Performance in Best and Least Performing Schools

The first objective of the study was aimed at examining how suitability of set rules and regulations in best performing and least performing schools influence students' academic performance. The information was obtained through interviews to the heads of schools, discipline masters/mistresses, and through questionnaires to teachers and students. The following responses were given.

The study revealed that of 20 teachers from best performing school 17 (85%) strongly agreed that the school rules and regulations are integrated with school policy to control the school discipline and 3(15%) of the teachers also agreed. This means school policy provides clear guidelines for action that should be consistently applied. 16(80%) strongly agreed the school has clear rules and regulations and 4(20%) teachers also agreed. This means when rule and regulations are clear to everybody in schools it's not easier for anyone to violate them.

Whereas 15(75%) teachers strongly agreed that the school has availability of physical resources and 5(25%) teachers also agreed. This means there is conducive

environment for learning.16(80%)teachers strongly agree the school has good leadership style and 4(20%)agreed. 18(90%) teachers agreed that the school apply consistence punishment and2(10%)agreed. This implies that the good leadership from heads of school with clear aim, expectation and consistence punishment makes students to be disciplined.

On the contrary of 18 teachers from least performing secondary school, 8(44.4%) of teachers agreed that the school had clear rules and regulations that suitable to deal with school discipline issues while 10(55.6%) disagreed.

Further finding reveal that14(77.8%) teachers disagree that the school had availability of physical resources and 4(22%)strongly disagree.6(33.3%)agreed that the school had good leadership style and 7(38.9%) disagree also 5(27.8%)strongly disagree.3(16.7%)agreed that 11(61.1%)disagree that the school apply fair and consistence punishment and 4(22.2%) disagree strongly .

This implies that majority of teachers disagree that their schools had unavailable physical resources, the schools had bad leadership style from heads of school also apply inconsistence punishment. (See table 4.3).

To supplement questionnaires heads of schools were also asked to give their comments on suitability of set of their respective school rules and regulations in dealing with school discipline matters.

Table 4.3: Teachers Views on Suitability of Set of Rules and Regulations

Teachers views	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Best Performing N=20								
School rules and regulations are integrated with school policy	17	85	3	15	0	0	0	0
School has clear rules and regulations	16	80	4	20	0	0	0	0
Availability of physical resources	15	75	5	25	0	0	0	0
School has good leadership style	16	80	4	20	0	0	0	0
Punishment is fair and consistence applied	18	90	2	10	0	0	0	0
Least Performing N=(18)								
School rules and regulations are integrated with school policy	0	0	0	0	0	0	0	0
School has clear rules and regulation	0	0	8	44.4	10	55.6	0	0
Availability of physical resources	0	0	0	0	14	77.8	4	22.2
Good leadership style	0	0	6	33.3	7	38.9	5	27.8
Punishment is fair and consistence applied	0	0	3	16.7	11	61.1	4	22.2

Source: Field Study, 2015

It was revealed that all 3(100%) heads of best performing secondary schools said that their sets of school rules and regulations were very much strong in dealing with discipline issues at the school level. On other hand all 2 (100%) heads of least performing schools cast doubt on the suitability of their set of school rules and regulations. As one head of school noted:

> *"Generally speaking on our set of school rules and regulations are good because we are still using them. And on suitability I am not very much sure whether all of them are suitable or not...this also depend on the head of school and school management in executing them."*

Another head of school said that,

> *"On my opinion our set of school rules and regulations look well when you read them but practically they are not well implemented thus why I*

> *am saying they are unsuitable because despite that we have them in school but are not well executed."*

The above assertions reveals that even heads of least performing schools have doubt with regards to the suitability of sets of their school rules and regulation. Although seems that these rules and regulations are well written but their execution has not been well implemented.

Regarding leadership style most teachers in best performing secondary schools indicated that the style of leadership was more or less characterized by rigidity of rules and uniform application in executing such rules. There were less bureaucratic procedures in reaching and implementing leadership decisions.

Also parents of students in best performing were seen to be responsible to their children while most of the parents of students in least performing were carefree which led to student to violate school rules and regulations.

One of the head of school said that,

> *"The school manager has the power to involve or not involve the discipline committee in expelling/terminating a student who has committed an offence. In this case the school board is only informed. This means any deviance was responded to immediately and deviations from the norm were also regarded as going against the rules and regulations of the schools."*

On the other hand, the leadership style in least performing secondary schools was more lax and decision making was more bureaucratic involving more stages and people, which gave loopholes for some deviant behavior that affected academic performance in general. One head of school said that,

> *"For instance, once a student is found guilty, the school administration would only suspend the student and later on inform the board for further actions."*

Further interview was done to discipline masters/mistresses regarding uses of clear rules and regulation and consistence application of punishment. Study revealed that the best performing schools claimed that their rule were clear and when executing disciplinary actions, it was consistently and fairly applied to students or teachers depending on the nature of the offence regardless of an individuals' other positions or ranks.

One discipline master said that,

> *"In order to correct unwanted behaviour discipline action is applied immediately after the mistake has been done by calling a student who has done an offense and warning him/her for the first mistake."*

On other hand, the study revealed that, unlike the situation in best performing secondary schools, some of misbehaviours in least performing secondary schools were a result of inconsistency in the use of disciplinary action towards the offenders. One discipline mistress had this in comment:

> *"Unfair and inconsistent enforcement of school rules makes students lose faith in rules. If a teacher ignores breaking of a rule one day and comes down hard on the same the next day, one will not be seen as being consistent, therefore one is likely to lose respect and breaking of the rule will probably increase."*

The above view predicted that consistency and fairness in executing school rules were essential for effective classroom or school management. Variations in the way similar offences were dealt with in a school would likely cause discontent among teachers and students thereby negatively affect academic performance.

Lack of physical facilities like teachers' houses, libraries, laboratories, overcrowded classroom and late delivery of services such as delayed salary and other allowance increase dissatisfaction among teachers this is due to poor motivation in least performing schools. The respondents in best performing schools, however, reported that the problem was not as serious as in least performing schools because students live in boarding, classes are not crowded and the teachers have rent allowances.

One head of school said that,

> *"In my school one stream contain more than 70 students, maintaining order in the classroom can divert the teacher from instruction, leaving little opportunity for concentration and focus on what is to be taught."*

Another head of school had to say this,

> *"Secondary school teachers have been demoralized and frustrated by their employer because they are either low paid, live far from school, lack teaching facilities resulting in low morale, which in turn makes teachers concentrate less on students' welfare."*

The quotation above confirms the view by Mwaipaja (2000:184) who maintained that low salaries, poor medical services, lack of transport facilities and a poor school environment make teachers less motivated to perform their expected responsibilities. The level of efficiency of a teacher who enjoys residence facilities built around the school is expected and has been observed to be higher than for teachers live far away from the school.

It was observed that in all low performing secondary schools there were delays among teachers in attending the first class period in the morning as most teachers were late. This reduced the total time a teacher needed to be in contact with students.

More information on the availability of school physical resources on both high and least performing secondary schools is shown on Table 4.4.

Table 4.4: Availability of Physical Resources in Both High and Low Performing Secondary Schools

School Name	Number of classroom			Library service			Teachers houses			Teachers office			Students dormitories			Laboratory service		
High performing	**R**	**A**	**S**	**R**	**A/NA**	**S**	**R**	**A**	**S**	**R**	**A**	**S**	**R**	**A**	**S**	**R**	**A**	**S**
A	8	8	0	1	1	0	4	3	1	6	6	0	4	4	0	3	3	0
B	12	12	0	1	1	0	5	4	1	7	7	0	6	6	0	3	3	0
C	8	8	0	1	1	0	4	3	1	6	6	0	4	6	0	3	3	0
Least Performing																		
A	16	16	0	1	NA	1	15	1	14	7	4	3	0	0	0	3	0	3
B	16	12	4	1	NA	1	12	2	12	6	4	2	0	0	0	3	0	3

KEY: R= Required; A= Available; NA=Not Available; S= Shortage;

The students were also asked through questionnaire to give their views on suitability of set of school rules and regulations in controlling students discipline in the school". The study revealed that of 60 students from best performing school 47(78.3%) strongly agreed that the school rules and regulations were integrated with school policy to control the school discipline 13(21.7%) also agreed. Whereas 44(73.3%) strongly agree that the school rules and regulations were and 16(26.7%) agreed. On the other hand 45 (75%) students strongly agreed that the school have availability of physical resources and 15(25%) agreed.

On the contrary of 40 students from least performing secondary school 10(25%) agreed that the school rules and regulation were clear and 30(75%) disagreed. Also

4(10%) of the student agree that the school had availability of physical resource and 26(65%) of students disagreed and 10(25%) strongly disagree. 2 (8%) of the students agree that the school had good leadership style, 30(75%) of students disagree and 10(25%) strongly disagree. that school apply consistence punishment, 35(87.5%) of the student disagree. that school apply consistence punishment and 5(12.5%) disagree.

This implies that students from best performing schools has conducive environment for learning which made them to have discipline while least performing schools had bad environment for learning hence led to violation of school rules and regulations. (See table 4.5).

Table 4.5: Student's Views on How Suitability of Set Rules and Regulations Influence Student Academic Performance

Students views	**Strongly Agree**		**Agree**		**Disagree**		**Strongly Disagree**	
	N	%	N	%	N	%	N	%
Best Performing N=60								
School rules and regulations are integrated with school policy	47	78.3	13	21.7	0	0	0	0
School has clear rules and regulation	44	73.3	16	26.7	0	0	0	0
Availability of physical resources	45	75	15	25	0	0	0	0
Good leadership style	46	76.7	14	23.3	0	0	0	0
Punishment is fair and consistence	43	71.7	17	28.3	0	0	0	0
Least Performing N=(40)								
School rules and regulations are integrated with school policy	0	0	0	00	0	0	0	0
School has clear rules and regulation	0	0	10	25	30	75	0	0
Availability of physical resources	0	0	4	10	26	65	10	25
Good leadership style	0	0	2	8	30	75	8	20
Punishment is fair and consistence	0	0	0	00	35	87.5	5	12.5

Source: Field Study, 2015

Generally, the study showed that suitable, clear rules and regulation, availability of physical resources, good leadership style and fair and consistence punishment used in best performing schools were suitable in managing school discipline contrary to least performing schools where were mostly there were unsuitable.

Unclear rules and regulation, unavailability of physical resources, bad leadership style and unfair and inconsistence punishment which resulted too many indiscipline problems observed.

4.4 Influence of Mechanisms in Place That Ensure Students Abide To Prescribe Rules and Regulation

The second finding was on influence of mechanisms in place that ensures students' abides prescribe rules and regulation. The heads of best and least performing secondary schools indicated that they used various mechanisms to influence and stimulate both teachers and students to be in line with school rules and regulations. Through interviews with head teachers the following are some of the strategies used although some of them are used only in best performing secondary schools

Regarding time management the study reveals that all heads of schools in best performing schools make sure that all activities in school follow school calendar and daily time table including time for students to enter class, time for students to take their meals. Unlike in least performing secondary schools study revealed that most of the time the school calendar and school daily time table was not followed properly.

Further findings revealed that head of schools in best performing secondary schools motivate their teachers by paying higher salaries, providing house allowance and meals (breakfast and lunch) to teachers also teachers whose subjects ranked among the best ten in National Examinations were rewarded.

Further rewards like cash, certificates and other materials such as exercise books, dictionaries and reference books were given to best students from each class, in terms of individual subjects and those who behaved well.

One head of school said that,

> *"For each A grade in either Form Two or Form Four National Examinations it was accompanied by Tshs10,000/=, and teachers whose subject ranked among the best five in National Examinations were rewarded Tshs100,000/=."*

Another head of school commented that,

> *"In our school we rewarded cash, certificates and other materials such as exercise books, dictionaries and reference books to best students from each class, in terms of individual subjects and those who behaved well."*

In least performing secondary schools a few various rewards such as cash money and certificates were also provided but this process of rewarding was limited by lack of resources for application such as stationery materials. One head of school said that,

> *"In my school it we give incentives but not consistent, it depends on the availability of resources, and thus being offered in one year and absent in the following year."*

Provision of the rewards in both categories of schools was done on special occasions, such as at Form Four graduation ceremonies, at which the whole school community would present. The logic behind was to make sure that all groups concerned could

attend given the fact that incentives or rewards acted as a mechanism for the winners to maintain their positions and for others to struggle to get into the position of the winners.

Regarding issue of students admission all head teachers in best performing secondary schools screens a candidate under rigorous procedures, including using diagnosis test. Those who passed the test were only one who admitted to the school. In exams, the average mark stood at 50%.

Further study revealed that students in least performing secondary schools were admitted on one criterion of passing the Primary School Leaving Examination (PSLE), which did not need to undergo rigorous screening of a student's academic ability. This gave loophole to various undesirable behaviors' to be accommodated with students who joined secondary education. This impacted also on later secondary school discipline and performance.

Regarding teachers recruitment all headmaster in best performing school recruit their teacher at school. One head teacher commented:

> *"In my school we recruited teachers on behalf of their school management. Interested applicants interviewed by school manager on their qualifications, experiences, moral conduct, personality traits, individual interests and competencies, including language competency."*

This system of recruitment ensured that the private school have qualified and committed teachers who inspired hope and trust in students to study hard and perform well academically.

Unlike least performing secondary schools teachers are recruited by the ministry responsible for education, and the main method used was to employ teachers who had finished a teaching course program, and not necessarily with due reference to academic ability or to moral conduct, interest in teaching, experience and commitment to the work.

This system of recruiting sometimes could affect discipline in schools where such teachers might not be fully committed or competent in teaching

On this the school head from school had this to say:

> *"There are A, B and C grades for student discipline. In our school C is considered poor and is punishable; if one gets C consecutively in two terms or if one gets three Cs in one term or at the end of the academic term and gets a total average of less than 50% he is discontinued from school."*

Further study revealed that assessments in least performing secondary schools were used to measure both academic ability and character of students. The difference between them was on the impact of getting a C or D grade where in best performing schools this carried more weight and was therefore punishable. However, in least performing secondary schools more emphasis was directed towards academic progress, leaving some loopholes for discipline matters which, in the end, affected the academic side as well.

The study reveals that best performing secondary school had discipline committee, composed of the school manager/head of school, discipline master and the heads of departments on one side, and a students' committee working under the discipline master on the other. Further study reveals that least performing secondary schools

they had discipline committee composed of the second master/mistress, discipline master/mistress, academic teacher and the heads of departments. The heads of both best and least performing secondary schools indicated that they used discipline committees to deal with misconduct of individuals in school.

They set pace to the framework, policies, rules and procedures which controlled the school and decided and recommended to the heads the type of disciplinary measures to be taken towards wrong doers.

Regarding the issue of orientation course study revealed that all best performing secondary schools do orientation course before the official opening of the academic year, both the newly employed teachers and newly admitted students which might take one week. One head of school said that.

> *"In my school during the orientation session, copies of rules and regulations are given to both staff and students and they are made clear and interpreted. In line with Okumbe (1998:119) maintains that educational managers must ensure that all staff members and students are informed about rules and regulations of the school and the consequences of breaking them."*

Another head of school said that,

> *"During orientation course we mould students, so that they can fit to our school rules and regulation. We do not take student who had started to learn from other school. Each school had ways of handling students."*

Further study reveals that in least performing secondary schools an orientation course for was done for two weeks to all newcomer students. During these periods some of the school gave school rules and regulation some while do not and there were no

clarifications on school rules also newly employed teachers were sometimes not instantly informed about the rules informing teachers' conduct. This means there were no emphasis on rules and regulation which led to indiscipline.

Further study reveals that in both categories of schools the findings disclosed that holding of the school baraza ranged from two to three times per year. During these meetings school rules were explained and students could ask questions to or seek clarifications from the authority on the issues that raised their doubts. In Best performing school there were students-head of school meetings and school baraza which followed schedule while least performing secondary schools there were no scheduled students-head meetings but only the school baraza and some school only had one school baraza for the who year. In this situation, the frequency of students to interact with the authority on various issues varied.

Further study reveals that all interviewed respondents in both categories of school agreed that the kind of punishment given depended on the seriousness of the offence, its impact, repetition of the case and intention of committing the offence. Kinds of punishment were ranged from a warning to a dismissal.

i). Reprimand (Oral/ Written): Respondents in both types of schools pointed out that when the offence did not warrant temporary or permanent removal from the school, then either oral or written warning could be administered. In most cases a written warning followed an oral warning.

The head of school explained as follows:

"If a teacher or a student does not respond positively to the oral talk, then a written warning is issued. In some cases the offence is too strong for the oral warning. Written warning should contain a statement of the offence committed, with copies of letters sent to his parish priest and to the parents or guardians."

ii). Manual Work: Examples of punitive manual work assignment would include cleaning the school compound, garden work, mopping a dirty floor, and similar activity.

Such kind of punishment was given to minor offences, like a lazy attitude towards a given work assignment. In best performing schools it was learned that when the defined 'minor' offence persisted, it became a serious offence.

For example, repeated late coming was treated as a serious offence which led to either dismissal or suspension. In least performing secondary schools quite often lateness was tolerated and not subjected to suspension. This could yet be another factor to a higher rate of lateness in least performing secondary schools, compared to best performing secondary schools.

iii). Suspension: The respondents defined this as a kind of punishment whereby a student was sent away from the school temporarily for a specified period of time, usually two or three weeks, as decided by the school committee. Suspension was an extremely rare case in the best performing schools and offences which deserved suspension in least performing secondary schools would end in outright expulsion in best performing secondary schools.

4.5 Influence of Students Punishment Management On Students' Academic Performance

The third finding was on influence of punishment management on students' academic performance. Through questionnaires, students were asked to indicate how punishment management at their school influence students' academic performance. The study revealed that majority 50(83.3%)of best performing secondary school strongly agreed that punishment increase class attendance and 10(16.7%)agree.48(80%) strongly agree that it increase respect teachers and other students12(20%)agree.54(90%) students strongly agreed that it make students to come to school on time and 6(10%) agreed.53(88.3%)students strongly agreed that it make students avoid drinking, smoking and fighting in their schools and 7(11.7%)agree.45(75%) students from best school thought that punishment make student keep quiet on the absence of teachers and 15(25%) agreed. Whereas others 47(78.3%) strongly agreed that increases respect for school property and 13(21.7%)

The study reveals that majority 30 (75%) of least performing secondary school students agreed that punishment management at school increase attendance while 10(25%) disagreed. Majority of students 29(72.5%) agree that punishment increase respect to teachers and other student while 11 (27.5%) students disagreed. 28(70%) agreed that it make students to come to school on time while 12 (30%) disagreed, 29(72.5%) agreed that it make students avoid drinking, smoking and fighting while11 (27.5%) disagreed. 30(75%) students agreed that it make student keep quiet in absence of teachers while 10 (25%) disagreed. Also 27(67.5%) agree that it increase respect for school property while 13(32.5%) who disagreed.

This implies that majority of students from both best and least performing schools sought that punishment management influence student's academic performance in different ways. Table 4.6 below summarizes the study findings.

Table 4.6: Students Views on Influence of Punishment Management on Academic Performance

Students views	Strongly Agree		Agree		Disagree		Disagree Strongly	
	N	%	N	%	N	%	N	%
Best Performing School N=(60)								
Punishment increase class attendance	50	83.3	10	16.7	0	0	0	0
Punishment increase respect to teachers and other students	48	80	12	20	0	0	0	0
Punishment make student come to school on time	54	90	6	10	0	0	0	0
Punishment make students avoid drinking, smoking and fighting	53	88.3	7	11.7	0	0	0	0
Punishment make student keep quit on the absence of teachers	45	75	15	25	0	0	0	0
Punishment led respect for school property	47	78.3	13	21.7	0	0	0	0
Least Performing Schools N=(40)								
Punishment increase class attendance	0	0	30	75	10	25	0	0
Punishment increase respect to teachers and other students	0	0	29	72.5	11	27.5	0	0
Make student come to school on time	0	0	28	70	10	25	2	5
Punishment make students avoid drinking, smoking and fighting	0	0	29	72.5	9	25	2	5
Punishment make student keep quit on the absence of teachers	0	0	30	75	10	25	0	0
Punishment led respect for school property	0	0	27	67.5	12	30	1	2.5

Source: Data Field, 2015

The above findings were supplemented by qualitative responses from heads of schools and discipline masters/mistresses. Through interviews both heads of best and least performing schools were asked to indicate how punishment influences students' academic performance in their respective schools. All 5 heads of schools noted that

punishment management helped to maintain school discipline and hence influence students' academic performance. One of the best performing head of school quotes,

> *Proverbs 19:18 and 23:13-14 in the Bible:*
> *'Discipline your son for in that there is hope, does not be a willing part to his death. Do not withhold discipline from a child: if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death.*

Discipline masters/mistresses were asked to indicate how punishment management at school influence students' academic performance. Of 5 discipline masters/mistresses interviewed all agreed that punishment management influence students' academic performance indirectly. One discipline master said that punishment management in the schools make students to follow school rules and regulations and hence put much emphasis on academic matters. For example, lateness reduced time for attending or accomplishing an activity, including some academic and moral teachings which affected performance. Laziness was considered as leading to incomplete work or loss of time.

One discipline master noted that,

> *"It is very hard to separate punishment and students' academic performance...because it is very difficult to teach students who are indiscipline...punishment such as reprimand, canning, suspension and manual work remind students on the importance of abiding to school rules....when students attend regularly in the classroom, he/she likely to do better in the final examination..."*

Another discipline mistress noted,

> *"to my observation effective punishment management has positive impact on students' academic performance because students will follow school regulations for example coming early, attending all periods, respecting teachers, respective time table and most importantly avoiding drinking and smoking which is very dangerous for their learning at affect their capacity to learn."*

The assertion above implies punishment play significant roles in enhancing students' academic performance by making sure that students and teachers follow school rules and regulations. The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behaviour expected of students and teachers.

To supplement the above findings researcher conducted observation in all 5 sampled secondary schools. The study revealed that punishment was mostly practiced in best performing schools compared to least performing secondary schools. For example, all 57 (100%) lateness events observed in best performing secondary schools during observation were punished and none of them went unpunished. 23 laziness events observed 20(86.9%) were punished 3(13.1%) were unpunished.22 truancy events observed were all punished.20 abusive language observed 18(90%) were punished 2(10%) were unpunished.

On contrary in least performing schools lateness 202events observed 50(25%) were punished 175(75%) were unpunished. All 69 Laziness events observed were unpunished.

Further observation shows 300 truancy events observed 42(14%)were punished 258(86%)were unpunished.87 abusive language events observed 3(3.4%)were punished observed were punished and 84(96.5%) were unpunished .10 smoking events observed were all unpunished.6 drunkenness observed 1(16.7%) was punished 5(83.3%)were un punished. (See table 4.7).

Table 4.7 Discipline Problems Observed and Their Level of Punishment

	Best performing secondary schools					Least performing secondary schools				
Problems	**Events observed**	**Punished**		**Unpunished**		**Events observed**	**Punished**		**Unpunished**	
		N	%	N	%		N	%	N	%
Lateness	57	57	100	0	0	202	50	25	152	75
Laziness	23	20	86.9	3	13.1	69	0	0	0	0
Truancy	22	22	100	0	0	300	42	14	258	86
Abusive language	20	18	90	2	10	87	3	3.4	84	96.5
Smoking	0	0	0	0	0	10	0	0	0	0
Drunkenness	0	0	0	0	0	6	1	16.7	5	83.3

Source: Data Field, 2015

Data in the table above shows that most of the observed discipline problems in best performing secondary schools were punishment while in least performing secondary went unpunished. Hence, disciplinary problems such as truancy and abusive language were common in least performing secondary schools, which lacked in best performing secondary schools. The respondents explained that these misbehaviours were poisoning the learning atmosphere in their schools.

One discipline mistress explained:

> *"In my school some of the students attend school willingly while others do not come to school regularly because of the negative influences in their lives including problems with families, mob psychology and/or fear of punishment. Many students who miss school during regular hours are found committing some other crimes including smoking of marijuana."*

The findings suggest that truancy was the most powerful predictor of delinquent behaviour. It was explained that students who frequently missed schools also fell behind their peers in classroom work performance and finally dropped out. Smoking marijuana as experienced least performing secondary schools was practiced by

students who absented themselves and hid in places (called ‘vijiweni’) during class hours. These places sold tobacco, marijuana and other drugs. As this affected their brains they would not behave well nor concentrate on study tasks, which in turn led to poor performance. Something was not observed in best performing schools.

Possibly, the use of punishment in schools is to instil discipline and is melted on student who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improving school discipline, if commensurate with the offense committed (Okumbe, 1998). However, what researcher experience in least performing secondary schools is that there are situation where a student who committed an offence, could easily go unpunished.

Creswell, (2003), also argues that with a well-behaved class, teaching could be among the most wonderful jobs in the world. Cotton,(2000) also contends that uniform punishment can be an effective way of controlling students’ behaviour if students, teachers and school administrators know and understand that punishment are firm, fair and consistent.

4.6 Influence of Administration of School Rules and Regulation on Students’ Academic Performance

The fourth finding was on the influence of school rules and regulation on students’ academic performance. Through questionnaire students were asked to give their views on whether administration of school rules and regulation influence student’s academic performance. It was found that in best performing secondary schools

majority of the students 48(80%) strongly agreed that teachers in school ensures that they arrive at school of the opening day. This means teachers want to make sure every student is at school ready to start studying lateness make them not to finish syllabus.

Further study reveals that majority of the students 51(85%) strongly agree that teachers ensures that every students had a copy of school rules and regulations. This means every student have a copy of school rules and regulations.

Students were further asked whether the teachers are strict on students to get permission before they left school ground majority 52(86.7%) strongly agree. This means no student is allowed to go outside school without permission.

Further study reveals that majority of the students 49(81.7%) strongly agree that teachers ensures that students do all classes and school activities. Majority of the students 48 (80%) strongly agree that teachers ensure students wear school uniform.

On contrary students in least performing schools majority of the students32 (80%) disagree that teachers in school ensures that they arrive at school of the opening day. Majority 28(70%) disagree that teachers ensures that students have copy of school rules and regulation.Majority31 (77.5%) disagree that Teachers are strict on students permission before leaving school ground. Majority 32(80%) disagree that Teachers ensures that students do all classes and school activities.27 (67.5%) students disagree that teachers ensure students wear school uniform.

Generally this implies that teacher in least performing schools do not care on arrival of students during opening day, about student having a copy of schools rules and regulation, also if student get permission before leaving the school ground.

Further it reveals that they don't care if student had finish class work, school activities and had wear school uniform. This implies that most of the students agreed that school rules and regulations have positive impact on students' academic performance. (See table 4.8).

Table 4.8: Students Views on Influence of Administration of School Rules and Regulation on Academic Performance

Students views	Strongly Agree		Agree		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
Best Performing N=(60)								
The teachers ensures that student arrive at school on the opening day	48	80	10	16.7	0	0	2	3.3
The teachers ensures that students have copy of school rules and regulation	51	85	9	15	0	0	0	0
Teachers are strict on students permission before leaving school ground	52	86.7	8	13.3	0	0	0	0
Teachers ensures that students do all classes and school activities.	49	81.7	9	15	0	0	2	3.3
Teachers ensure students wear school uniform	48	80	12	20	0	0	0	0
Least Performing N=(40)								
The teachers ensures that student arrive at school on the opening day	0	0	8	20	30	75	2	5
The teachers ensures that students have copy of school rules and regulation	0	0	12	30	27	67.5	1	2.5
Teachers are strict on students permission before leaving school ground	0	0	9	22.5	31	77.5	0	0
Teachers ensures that students do all classes and school activities.	0	0	8	20	32	80	0	0
Teachers ensure students wear school uniform	0	0	13	32.5	26	65	1	2.5

Source: Field Study (2015)

This implies that most of the students agreed that school rules and regulations have positive impact on students' academic performance. Interviews with discipline masters/mistresses also revealed that school rules and regulations influence students' academic performance.

Most of the best performing schools discipline masters/mistresses interviewed revealed their schools had well established rules and regulations something which influence students' academic performance.

Teachers in best performing schools indicated that the style of leadership was more or less characterized by rigidity of rules and uniform application in executing such rules. There were less bureaucratic procedures in reaching and implementing leadership decisions.

One discipline mistress commented that,

> *"Student who follow rules and regulations have discipline and it is easier to teach them no time is wasted hence led to academic performance indiscipline student waste most of the time doing punishment."*

Another discipline Master commented that

> *"No discipline no academic performance". A disciplined student always performs well in class …. They follow school rules and regulations*

On the other hand, discipline masters from least performing secondary schools said that schools was more lax and decision making was more bureaucratic involving more stages and people, which gave loopholes for some deviant behavior that affected academic performance in general. In addition discipline master confirmed in

an interview with the researcher that some rules and regulations lack consistence in their implementation. Teachers cited an example were they have a regulation that every student should come early in the morning and attend all periods.

However is rare and many students to miss large part of the first and second period. Teachers confirmed that students do not enter their classes and begin their lessons on time. Their school heads also agreed that on average students do not enter their classes and begin their lessons on time. This is already indiscipline as mentioned by head of school. This was also supported by Docking (2000), who conquered with the opinion of Clifford (1993), who argued that a disciplined student is the one expected to arrive before lessons start and wait for the teacher. Some of the head of schools argued that some days, it becomes inevitable to enter a bit late such as Monday when students have the assembly.

Head of schools argued that though it could be allocated time on the timetable like 40 minutes, at times it exceeds and thus encroaching on students' class time. Sometimes measures are put in place to recover this time like adjusting the day's timetable, which affects the whole day's activities such as class time, discussion time for students, time for tests. This however creates dissatisfaction among students that causes violence in school and thus affecting students' general academic performance.

4.7 Chapter Summary

The chapter presented the respondents characteristics, response on suitability of set rules and regulations, response on mechanisms in place that ensure students abide to

prescribe rules and regulation, response on students' punishment management on students' academic performance, administration of school rules and regulation on students' academic performance.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The preceding four chapters dealt with several aspects pertaining to the research problem. This chapter presents a summary of the study, the major findings, conclusions and pertinent recommendations with the respect to the main findings of the study.

5.2 Summary of the Study

This study investigated the extent to which school discipline influenced academic performance in best performing school vis-à-vis least performing secondary schools in Tanzania. Based on the general objective of the study, four objectives were formulated to guide data collection and analysis. These examined the suitability of set rules and regulations in best and least performing schools, the mechanisms in place that ensures that students' abides to prescribe rules and regulations, how the students' punishment management influence academic performance and investigated how the administration of school rules and regulation contribute students' academic performance.

The research was conducted in Kinondoni district in Dar es Salaam. The study employed principally a qualitative research approach applying a descriptive study design, with quantification of cases as was necessary. Data were obtained through documentary review, interview, questionnaire and observation methods.

The quantitative data were processed with the help of excel software program and were summarized into tables of frequencies and percentages, while qualitative data were subjected to content analysis and relevant information was extracted.

The findings were expected to generate useful information that might result into new knowledge and stimulate better strategies for improving discipline and academic performance in schools.

5.3 Summary of the Major Findings

The following were the major findings of the study**:**

5.3.1 On Suitability of Set School Rules and Regulations

The study showed that most of the set school rules and regulations used in best performing schools were suitable in managing school discipline contrary to least performing schools where were well written but not well executed as a result many discipline problems were observed.

In least performing secondary schools the reasons and factors behind violating of school rules and regulations were associated with shortage of teachers and teaching-learning materials, overcrowded classes, poor housing, delayed services such as of teacher salary payment, and the absence of libraries and laboratories. Other factors like leadership style were bureaucracy in decision making and lack of consistency in decision implementation. These factors, at the time of study, were either absent or minimal in most best performing secondary schools.

5.3.2 On Mechanisms in Place That Ensures That Students' Abides To Prescribed Rules and Regulations

Time management, motivation to teachers such as provision of housing, better salaries, free transport allowance, orientation course, discipline committee, punishment and consistent assessment criteria were part of the mechanisms used by the management in best performing secondary schools students' abides to prescribe rules and regulations. Also continual and critical assessment of conduct and academic progress, school-based criteria and rigorous procedures that touch on background factors such as on academic, moral, social and personality traits, interest, work habits and competencies, including language competency in the course of recruiting teachers and selecting students.

Some of the mechanisms used by management, at the time of study, were either absent or minimal in least performing secondary schools. Regarding academic progress least performing schools maintained the 'right of education for everyone' policy without serious recourse to student background factors as well as employing teachers who had finished a teaching program, no regardless of specific academic or professional qualification or ability, moral conduct, interest in teaching, experience or commitment to the work.

5.3.3 On the Influence of Students' Punishment Management on Academic Performance

The study findings revealed that punishment play significant roles in enhancing students' academic performance by making sure that students and teachers follow

school rules and regulations. In best performing school punishment was fair and it was consistence applied .One the other hand in least performing schools most of the time punishment was unfair and inconsistence. The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behaviour expected of students and teachers.

5.3.4 On the Influence of Administration of School Rules and Regulation on Students' Academic Performance

The study revealed that in best performing school managers were strict to ensure all agreed rules and regulations are followed properly this was due to less bureaucratic procedures in reaching and implementing decisions contrary to least performing schools were managers were more not strict to ensure all agreement are followed properly. This was due a lot of bureaucracy during implementation of decision made.

5.4 Conclusions

On the basis of the findings recounted above, a number of conclusions can be drawn.

- There are as many reasons and factors behind violating school rules and regulations as there are various types of discipline-related problems in the studied schools. However, the type and range of these problems are more prevalent in least performing secondary schools, with a greater negative impact on school discipline and academic performance, than in best performing secondary schools.
- The kind of school rules and their formulation processes, communication strategies and forms of punishment execution seem to exert differential impact on the level of discipline and learning environment in the two categories of school.

- There are as many mechanisms to communicate school rules and regulations to students and teachers as there are various types of punishment meted upon breaking these school rules. While best performing secondary schools are characterized more by use of handbooks of school rules, frequent student-head-of-school meetings and students' interactions, followed by ultimate use of penal manual work and instant dismissal, least performing public schools are rather limited in this respect, resorting to either caning or simply ignoring student misdeeds. Student suspension or dismissal as a last resort is more difficult and more bureaucratic in management decision making.
- Better remuneration packages for staff, school based orientation sessions and explicit and transparent assessment criteria, as well as early rigorous recruitment and selection procedures for teachers and students, as practiced in best performing secondary schools, seem to associate more with a contented and disciplined academic environment than without these elements. Absence of these, as in least performing secondary schools, tends to invoke an environment of defiance and discontent.

5.5 Recommendations

On the basis of the research findings and conclusions drawn in the preceding sections, the following recommendations are made:

5.5.1 Recommendations for Practical Action

- A system should be planned by head of schools whereby members from best performing secondary schools have an opportunity to meet frequently with least

performing secondary school community members to share experiences on discipline-related matters vis-à-vis academic performance. Their mutual understanding can be expected to help both sides to look into and act upon the variables that weaken their sides.

- The government, in collaboration with community local authorities, should exert more effort aimed at motivating teachers in least performing schools, through adequate and timely salary payments, improved conditions of service, availability of teaching-learning materials and improved school infrastructure. This gesture can only raise teachers' self-esteem and the status of the teaching profession, leading to a reduction in the malpractices that negatively impact on school discipline and academic performance.
- Parents and teachers are the most powerful influence on the child's life experiences, especially on educational outcomes. There should be parent -teacher relations so as to control indiscipline among students in school. To this effect, parent-teacher associations (PTAs) should be established by head of schools as a matter of policy for all schools, where some parents could be elected as "school representatives" within the community.
- Since students are targeted beneficiaries of school rules and academic interventions, there is a need for management of both categories of schools to devise ways of involving the students more in matters relating to formulation and implementation of school rules and regulations for an effective non-oppressive school discipline.

5.5.2 Recommendation for Further Studies

Research focus on the role of school discipline on students' academic performance should be conducted in other areas of counties or the whole country for comparative analysis.

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APPENDICES

APPENDIX A: Questionnaire for Students on the Role of School Discipline on Students Academic Performance in Selected Schools in Dar es Salaam Region

Dear Respondent,

You have been selected as in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award of Masters in Education Planning and Policy Studies of Open University of Tanzania. Your cooperation in administering this instrument will go a long way in ensuring success of this study. I would like you to assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Please endeavor to fill the questionnaire within one week and return to the Academic master/academic mistress of your school. I am so grateful to you for sparing your time and accept to fill this questionnaire.

Thank you.

Yours faithfully,

..……

Researcher.

SECTION A: Background Information

In this section you are requested to tick the alternative about your background information that is most appropriate.

1. Sex:

(a) Male ☐ (b) Female ☐

2. State the type of school?

(a) Day ☐ (b) Boarding ☐

(c) Government ☐ (d) Private ☐

SECTION B

1. Put 'X' in the appropriate place to indicate the extent to which the following aspects of life in school can influence academic performance in schools.

DISCIPLINE ASPECTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Coming to school on time				
Respect for school property				
Respect to teachers				
Respect to other students				
Attending all classes				
Keeping quiet in the absence of teacher in the class				
Avoiding smoking				
Avoiding drinking				
Avoiding fighting				

2. To what extent do you agree or disagree with the following statements. Please put X in the box you choose.

ITEM	Strongly Agree	Agree	Disagree	Disagree Strongly
Students should arrive at school on the opening day				
Students should have a copy of school rules and regulation				
Students should get permission before leaving school ground				

Students should do all classes and school activities.				
Students should wear school uniform				

3. Put a '√' in the place appropriate to you to indicate how you agree with the following statements regarding your school.

STATEMENTS	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
School rules and regulations are integrated with school policy				
School has clear rules and regulations				
Available physical resources				
School has good leadership style				
Punishment is fair and consistence				

4. To what extent do you agree or disagree with the following statements. Please put X in the box you choose.

STATEMENTS	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Teachers ensures that student arrive at school on the opening day				
Teachers ensures that students have copy of school rules and regulation				
Teachers are strict on students permission before leaving school ground				
Teachers ensures that students do all classes and school activities.				
Teachers ensure students wear school uniform				

Thank you for your cooperation

APPENDIX B: Questionnaire to Teachers

Dear teachers, this questionnaire seeks information on the relationship between school discipline and academic performance in schools. Please respond to the following questions as requested. Information from this survey will be confidential and will be used for the purpose of this study only.

1. Name of school…… 2. Sex (a) Female…… Male……

3. Working experience……

1. Put a '√' in the place appropriate to you to indicate how you agree with the following statements regarding your school.

Statements	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
School rules and regulations are integrated with school policy				
School has clear rules and regulations				
Available physical resources				
School has good leadership style				
Punishment is fair and consistence				

2. To what extent do you agree or disagree with the following statements. Please put X in the box you choose.

Statement	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Teachers ensures that student arrive at school on the opening day				
Teachers ensures that students have copy of school rules and regulation				
Teachers are strict on students permission before leaving school ground				
Teachers ensures that students do all classes and school activities.				
Teachers ensure students wear school uniform				

3. Put a '√' on the place appropriate to you

Items	Response	Put a √
How is the state of discipline in this school?	Good	
	Average	
	Bad	
	Do not know	
What things make the state of school discipline bad?	Lack of respect	
	Bad teacher-student relationship	
	Schools' location	
'Other' (please state)…… …… ……		
What kinds of punishment are mostly given in this school?	Caning	
	Cleaning school area	
	Drilling	
'Other' (Please mention) …… ……		
Who is allowed to punish?	Teachers	
	Head of school only	
	Student leaders (e.g. prefects)	
	No punishment at all	
Do staff members feel free to express issues related staff welfare?	Very free	
	Free	
	Not free	
Which methods do you frequently use when you teach?	Notes giving	
	Lecture	
	Discussion	
	Demonstration	

4. What kind of policy, action or practice does your school prefer in relation to wrong-doing pupils/students? (Tick √ only those preferred or used) in the space provided.

		Tick (√)
1	We punish students right away	
2	We post the list of school rules on all notice boards for all pupils to read and follow.	
3	We use corporal punishment (beating with a cane) in the serious cases	
4	We rusticate (temporarily suspend)	
5	We warn the pupils sternly	
6	We call in and talk to the parents or guardian	
7	We take the pupils to church/mosque for prayer	

Thank You for Your Cooperation

APPENDIX C

Interview Guides to Discipline Masters/Mistresses

1. Are you satisfied with the level of discipline of your students?
2. What are the common disciplinary cases related to students?
3. What kind of punishment is given to students when they misbehave? For example, cases of stealing, fighting, truancy and committing criminal offence.
4. When is disciplinary action applied in order to correct unwanted behaviour?
5. Do you have a discipline committee in your school? What is its role in school?
6. Sometimes school location can be a source of deviant behaviour in school. Do you agree with statement? Give some explanations.
7. How are these rules and regulations made clear and agreeable to both teachers and students?
8. Do you think school rules and regulations have a contribution in disciplining students/teachers?
9. Can discipline influence academic performance? How?
10. How do school management ensure school orders are implemented?
11. Do you think school leadership style influence school discipline? Explain?

Thank you for your cooperation

APPENDIX D: Interview Guides to Heads of Schools

1. Are you satisfied with the level of discipline among your students? If yes give some explanations. If No what criteria do you use to make sure that, students and teachers are strictly adhered to school rules and regulations?
2. Do you think school rules and regulations have a contribution in disciplining students/teachers?
3. How does discipline contribute to academic performance?
4. How many teachers does your school have? Are they adequate?
5. What is their academic qualifications and experience?
6. How does shortage of teachers affect discipline of school? Does is affect academic performance of students? How?
7. How many students does your school have and how do you limit and maintain the number of students?
8. What incentives do you give your students when they behave and perform well in both academic and extra-curricular activities? Is there a special criterion or standard guiding the provision of those rewards and incentives? If yes what is it and how is it maintained?
9. What mechanisms do you use to make students' abides to prescribed school rules and regulation?
10. What are the discipline related problems that hinder academic performance in your School?
11. How do you ensure school orders are followed by students and teachers?
12. Do you think school leadership style influence school discipline? Explain?

APPENDIX E: Observational Schedule

To observe the availability of physical resources

1. Number of classrooms: available _____ required _____shortage _____

   Number of desks/chairs: available_____ required _____ shortage_____

2. Library services: Present_____ absent_____
3. Teachers' houses: Available_____ required _____shortage _____
4. Teachers' offices: Available_____required _____shortage _____
5. Students' dormitories/hostels: Available_____ required _____shortage _____
6. To observe teaching methods used by teachers during teaching-learning activities in the classroom.

APPENDIX F: Punishment Record Sheet

An offence is an act of misbehaviour. The following are types of offences that need punishment in school. By using a Record Punishment Sheet recorded by a Monitor or a Discipline master the researcher will look whether the offence was punished or not and the type of punishment given.

Date	Students' Form	Offence	Punishment
		Abusive language	
		Noise in the class	
		Theft /stealing	
		Failing in a subject	
		Taking alcoholic drinks	
		Cheating during examination	
		Absence from class/ school	
		Destruction of school property	
		Absconding	
		Absenteeism	
		Truancy	
		Coming to school late	
		Not doing assignments	
		Laziness	
		Carelessness	