
Research Article

Effects of Discipline Management Strategies Employed By Teachers on Students' Learning Process in Public Secondary School in Rorya District Tanzania

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Abstract:

This study aimed at investigating effects of discipline management strategies employed by teachers on students' learning process in public secondary school in Rorya district in Tanzania. This study was guided by the following research questions: what are the types of indiscipline cases in public secondary schools in Rorya district? What are discipline management strategies employed by teachers in public secondary schools in Rorya district? How do discipline management strategies employed by teachers in public secondary schools affect teaching and learning activities in Rorya district? The study was based on choice theory and social learning theory. It adapted mixed methods research design, specifically convergent parallel mixed method research. A total of 135 respondents from five public secondary schools participated in the study. The major research instruments used were questionnaires, interview guide and document analysis. The Statistical Package for Social Science version 26.0 was used in analysis of quantitative data, the data was analyzed by using frequencies and percentages, the results were presented by using tables and pie charts. Qualitative data was analyzed by using thematic analysis through coding. The results revealed that The study revealed that some discipline management strategies used by teachers like corporal punishments like severe canning do not help students but discourage students ability to learning process hence truancy. The study suggested that teachers should use more guidance and counselling to control students' behavior. Construction of hostel will reduce late comers and truancy.

Keywords: Discipline Management, Teachers, Learning Process, Secondary School, Tanzania.

Background of the Study

Head teachers' ability to manage indiscipline cases in schools is considered as a critical factor towards ensuring effective teaching and learning environments which ultimately contribute to high academic achievement for the school (Semali & Vumilia, 2016). Scholarly evidences have shown that indiscipline cases affect not only the teaching and learning processes but also students and schools' academic achievement because they make teaching and learning environment unfriendly to both teachers and students (Marzano, 2012).

Discipline management strategies refer to those actions or activities that enable teachers to create effective teaching and learning processes that, in turn, lead to high student academic achievement (Marzano, 2012). Teachers must utilize appropriate discipline management strategies in order to maximize instruction and minimize disruptions (Ediger, 2013). In order to ensure effective environment for both teaching and learning, governments and education stakeholders all over the world advocate for the use of non-punitive discipline management strategies because evidence have shown that such strategies create positive relationships between teachers and students, leading to effective learning. In Uganda, for example, Kiggundu (2009) revealed that students are punished in unfair way like too much canning that instead of creating discipline to students it creates anger to students towards their teachers hence strike and violence among students leading to vandalism of school properties. The United Nations, for example, advocate for the elimination of all forms of corporal punishment in schools because the use of corporal punishments undermines students' ability to learn (UNICEF, 2015).

In the United States, students' indiscipline is a serious problem facing the education sector where 50 per cent of public schools reported that teachers were unable to effectively handle violent student behaviors (Miller, 2003). African governments have been setting policies aimed at promoting friendly school environment. In Tanzania, the government and education stakeholders have been striving to reform policies to ensure that teaching and learning activities take place in a learner-friendly environment and hence high academic achievement (URT, 2015).

Indiscipline cases in public Secondary Schools

Indiscipline cases in schools take many types including verbal abuse towards teachers or fellow students, aggression, and students

hurting others. They also include student attacks on teachers, students' noncompliance or refusal to follow instructions (Shavega, Tuijl & Brugman, 2015).

Scholars have classified indiscipline cases based on the degree of severity and the mode through which they manifest and are presented. According to Majani (2020) and Stein (2020), indiscipline cases in public schools include disrespect that involves refusing directions, verbal aggressions and negligence and physical movements such as throwing objects around the classroom. Such indiscipline behaviors might bring impact on teaching and learning. If left unattended, however, the same problems might inhibit the normal flow of teaching and learning and thus adversely affect students' performance (Marais & Meier, 2010; Nene, 2013; Woodcock & Reupert, 2017).

Categories of Discipline Management Strategies

Different discipline management strategies are employed by heads of schools and teachers to help them curb indiscipline behaviors among students. The major strategies cited in the literature are usually distinguished into two major categories, namely punitive or authoritarian discipline management strategies and non-punitive or democratic discipline management strategies. Punitive discipline management strategies refer to those strategies which involve teachers using punishment or reprimand (Tangi, 2019), and use of threats and warnings, detention and setting extra work (Reupert & Woodcock, 2011). Scholars, however, have always differed as to the efficacy or the rationale of using such strategies to discipline students. Some scholars like Glasser (1998) have argued that punitive strategies are not effective strategies because they actually do not help students to correct their behaviors but simply suppress them. According to Glasser, the use of punishment to curb behavior may temporarily subdue unwanted behaviors, but generally fails to eradicate the behaviors. Glasser (1998) argued that the use of punishment for school discipline cannot motivate behavior for the long term. Given these shortcomings of punitive discipline management strategies, some scholars and stakeholders have advocated for non-punitive discipline management strategies. Non-punitive or democratic discipline management strategies involve teachers using strategies that cultivate a positive relationship between them and students and thus creating the teaching and learning environment that enhance academic achievement in schools (Glasser, 1998; Marzano, 2012). Some of the common non-punitive discipline management strategies include the use of strong school disciplinary committees, guiding and counselling students and rewards and praises for well-behaving students.

Despite many studies on the influence of effective discipline management strategies on student and school academic achievement Marzano (2012), very little is known about the effects discipline management strategies employed by teachers in public secondary schools to address discipline problems and improve students and schools' academic achievement in developing countries. Some studies like Majani (2020) and Tangi (2019) have observed that many public secondary schools in Tanzania still rely on punitive discipline management strategies as methods of managing indiscipline cases, a method which is largely considered ineffective and counterproductive for effective learning and therefore exacerbating indiscipline problems and poor student and school academic achievement.

The law basically does not agree with any excessive punishment to human beings. For example, kneeling down, making them raise hands, canning, and holding their ears with hands passed under the legs, would be definitely a violation of human rights. The punishment of such kind leads to create anger, resentment and low self-esteem. It teaches students violence and revenge as solutions to problems, as children might imitate what the adults are doing. All these lead to breaking of relationship and lack of trust between teachers and students, hence poor academic performance and violation of human rights. The article 28(2) convention on the rights of the child 1989 indicates that the school discipline should be administered in a manner consistent with the child's human dignity and the convention. Article 28 says education is a right and Article 29 says that the purpose of school education should be to assist the child in developing his or her personality talents, mental and physical abilities to their fullest potential and therefore Article 19 provides for measures to protect children against all forms of physical abuse and imposes an obligation on member states to protect children from all forms of physical or mental violence, injury and abuse (Sridhar, n.d).

Based on this background information, this study deal with effects of discipline management strategies employed by teachers on students' learning process in public secondary schools in Rorya district with focus on the types of indiscipline problems they face, the discipline management strategies used, effects of discipline management strategies on students' academic achievement and possible ways for improving teachers discipline management skills and strategies and, consequently, improving students' academic achievement.

General Objective of the Study

The main objective of this study is to study the effects of discipline management strategies employed by teachers on students' academic achievement in public secondary schools in Rorya district.

Specific Objectives

The study was guided by the following specific objectives:

- i. To explore types of indiscipline cases in public secondary schools in Rorya district.
- ii. To investigate the discipline management strategies used by teachers to handle students' indiscipline cases in public secondary schools in Rorya district.

iii. To assess the effects of discipline management strategies employed by teachers to students learning process in public secondary schools in Rorya district.

Discipline management strategies employed by teachers to handle students' discipline cases in public secondary schools.

Ngwokabuenui (2015) studies students' indiscipline cases, particularly types, causes and possible solutions in Cameroon. The study was guided by qualitative research approach and descriptive research design. The researcher identified various discipline management strategies to reduce students 'indiscipline behaviour so as to improve students 'academic performance like moral leadership and education, school authorities to be of good models, provision of adequate facilities for sports and games. Involvement of students in making rules and regulations, reduction of class size, effective parents teachers association, emphasis on extracurricular activities and positive teacher and student relationship, as well as enforceable rules and regulation could lead to disciplined students and students who enhance respect not only to their teachers but also to the society in general, this will facilitate students to have more time to concentrate in studying process instead of using more time to solve their discipline cases and hence academic achievements.

Agesa (2015) conducted a study on effectiveness of alternative discipline management strategies used in secondary schools in Nairobi Kenya. The study employed descriptive survey design, curwin and mendler's theory of discipline and mixed research design was used. The study revealed out various discipline management strategies used by teachers in schools to install discipline to students. Agesa (2015) further explained that the effectiveness of these discipline varies from school to school and depending with the offence committed and the major alternative used by teachers is suspension. There is a need of teachers to use various discipline management strategies to solve indiscipline cases in public secondary schools instead of depending to suspension. Suspension is does not make a student to learn but it destroys the student focus to achieve academic performance because the student will lose a lot until the suspension is over.

Salgong, Ngumi and chege (2016) conducted a study about the role of guidance and counselling in enhancing students' discipline in secondary schools in koibatek district. The study involved mixed research paradigm, data were collected by using questionnaire and interview. The findings from this study revealed that teachers use dynamics of discipline management strategies including guidance and counselling, the study show that lack of guidance and counselling to students' influence indiscipline behaviours. According to Ofoyuru and Too-okema (2011) reported that the discipline management strategies used by teachers are rewards to disciplined students, punishments to undisciplined students and communication as well as guidance and counselling. Therefore, guidance and counselling to students is very essential because it will facilitate students to knew themselves that they are very potential to the national as they are future leaders of the nation hence guidance and counselling is better to students instead of using suspension.

In addition to the above, Omote et al. (2015) conducted the study about a critical analysis of acts of students' indiscipline and management strategies employed by school authorities in public high schools in Kenya. The study was used qualitative research approach and content and desk analysis design. The researcher suggested various strategies to improve students discipline for academic achievements which includes implementation of curriculum activities that teach moral, emotional and behavioural skills with the aim of involving activities and lessons in order to impart students self-discipline, to have students who can understand their responsibilities by involving them in social and moral problem solving activities, where interclass conflicts are solved, intensive care and overseeing school programmes like morning and evening preps, cleaning, clubs, reporting to teachers as well as students lesson attendance, the head of schools should ensure all minor indiscipline cases are solved.

Students are future leaders of the country they need to be trained according to custom and tradition of the country. They have to learn how to respect the laws and regulation of the country including school rules and regulations, for the students of public secondary schools in order to understand their potential they have to be trained by using a curriculum that facilitate students to gain a knowledge of responsibility so as to achieve academic achievement.

Majani (2020) conducted a study on student-teachers' experiences and strategies of managing disruptive behaviours in Tanzania secondary schools during a six-week teaching practicum of disruptive classroom behaviours by students in selected secondary schools and the strategies that the student-teachers employed to manage them. Questionnaire and semi-structured interviews were employed to collect data from 70 student-teachers. Findings revealed that student-teachers did very little to enhance appropriate classroom behaviours. Instead, they relied on punitive strategies such as punishment to deal with disrupting students. The study observes that reliance on punitive measures limited their ability to use positive feedback, tolerance and relational support strategies, which are regarded as more effective in fostering appropriate classroom behaviours by empowering students to take control of their own behaviour. The paper concludes by recommending that just like any other lessons, appropriate student behaviours must be taught and nurtured and not simply demanded. It is advised to use discipline management strategies that doesn't cause harm or anger to students, because the use of punitive discipline management strategies does not change student's behaviour and academic performance but instead, they cause violence, students fighting with teacher and poor academic achievement because students lose class. Therefore, teachers especially student teacher should be given seminar to use non-punitive discipline management strategies because they don't cause anger or harm to students for example guidance and counselling

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According to the study conducted by Simeo and Tangi (2022) on strategies used by head of secondary schools in managing students' discipline for academic achievement in Ilemela District-Tanzania. This study used convergent parallel mixed research design, and applied assertive discipline theory and data were collected through questionnaire and interview. The study revealed that the discipline management strategies used to discipline students were guidance and counselling, physical works, cooperation between teachers and parents and provision of positive and negative rewards as well as rules and regulations have to be enacted. Atieno, (2014) said that teachers should use physical punishments to discipline students because they help to discourage misbehaved students. Mbise, (2017) found out various discipline management strategies like guidance and counselling as well as motivation to students and democratic style of leadership Students discipline is an issue that need a very careful decision because when there is a misuse of these discipline management strategies the student desire will be destroyed but sometime there is a need to use a total suspension to students in order to create the school environment safe to teachers and other students.

Effects of discipline management strategies employed by teachers to students' learning process in public secondary Schools

School managers and teachers use a variety of management strategies to maintain a productive learning environment. These strategies include preventative management techniques, behaviour modification and reactive management techniques. Preventative management strategies are combinations of many techniques used to control student discipline before it occurs (Akpan, 2006). This section reviews some previous studies on the effects of various discipline management strategies on academic performances:

Cotton (2001) studied the management of student indiscipline in the United States and argued that the best results could be obtained through vigilantly reminding students about school rules and regulations and monitoring their compliance. He found that it was normal in many secondary schools for students to break school rules and regulations, showing lack of respect to school authority and damaging property. He observes that consequences from such indiscipline cases could result into poor students' academic performance because the misbehaved student may be suspended or totally expelled from school and also may be given physical work like cleanness, all these punishments cause a student to lose classes which will make him/her to have poor academic performance. Therefore, there is a need to enhance good discipline management strategies in public secondary schools by enforcing students to obey school rules and regulations through guidance and counselling. Whereby this will facilitate students to be well disciplined and to achieve their academic achievement.

According to the study conducted by (Bridget, 2009) on academic performance of the physical handicapped pupils in regular schools in Meru-Kenya. The study applied quantitative research design and data were collected through questionnaires. The study revealed that the government should issue a policy and put laws that guide adjustment to be put in place to make schools provide disability friendly education. Due to the increase in the number of children enrolled in regular school after free primary education the sizes of classrooms and other facilities like desks should be standardised. The government has put more efforts only to special need schools but there is a need for the government to look on other public secondary school there are students also need special treatments from teachers for example students with ricket and clubfoot. Also, teachers need to be very carefully when punishing students because there are students who do not need to be caned but also, they need only guidance and counselling when you stroke them may result to injury or cause another disability.

According to the study conducted by (Anayo, 2014) on strategies adopted by teachers to manage discipline in secondary schools at Langata in Kenya. The study used mixed research paradigm and stratified sampling was used. Data were collected by using questionnaire, interview and document analysis. The findings revealed that teachers use all the six strategies but rated cognitive and supportive strategies as very effective and punitive strategy as moderate. The major challenge faced by teachers in disciplining students after the use of punishments is students being unaffected and not wanting to change with the minor punishments given to them. This is why many teachers opt to use corporal punishments to students this is because they want to make students feel pain when they are punished and to change their behaviours.

In Uganda, Mpiiso (2004) conducted a study about the perspective of punishment in secondary schools of Mubende district. Mpiiso observed that punishment that are provided by teachers in secondary schools to students are not for improving students discipline, for example punishments like name calling, standing and kneeling in front of class, carrying weight like fetching water for long time are not, punishments like these produce fear to students and other to drop from school in order to escape the pain. Agesa, (2015) observed that the effectiveness of this discipline management strategies differs from one school to another and it depend to the offence committed by student, the major indiscipline alternative strategy include suspension.

Kiggundu, (2009) conducted a study on the influence of discipline management by head teachers on students' academic performance in selected private secondary schools of busiro county in wakiso district. The study employed cross sectional survey design. The study revealed that students are punished in unfair way like too much canning that instead of creating discipline to students it creates anger to students towards their teachers hence strike and violence among students leading to vandalism of school properties. In addition, in implementing discipline management strategies in public secondary schools there must be proper ways that can regulate student's behavior by making sure that over punishment is prohibited like too much canning in order to

avoid negative impact to learners for example injury and illness to students. By avoiding over punishment, schools will facilitate student academic achievement and enhancement of children rights.

In Rwanda, Damien (2018) on discipline management strategies and student's academic performance in secondary schools observed that among of the strategies used by schools to control students' discipline are classroom control, roll calling to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom, teachers to ensure students have proper school uniforms. (Damie, 2018) further explained that education policies should be applied so as to enhance students' discipline and academic performance.

Hale and Maola (2011) conducted a study on the effects of choice theory therapy on students' academic achievement. The study which involved 83 second-graders sought to establish the difference between students who were taught by teachers who used the choice theory therapy and those who did not. The findings revealed that students who were taught by teachers who incorporated the choice theory therapy in their classroom management strategies did not show any more achievement than the students taught by teachers who were not trained in choice therapy. The study, however, concluded that the reason for the results was that the choice theory training did not last long enough and that there were no follow-ups. This implies that professional development programmes should be of sufficient duration and should involve sufficient follow-ups. In public secondary school's punishments are administered in a coercive way which cause threat to students, because of threat students may lack confidence and make him/her difficult to concentrate in learning process during class hours. Students need to be cared and loved so as to feel their academic achievements are part and parcel of the school achievement. Students who are well cared and loved by their teachers they develop a sense of self control and responsibility, through these students ensure discipline like respecting their teachers and ensure academic achievement.

In a study of 109college freshman, Burdenski and Faulkner (2010) explained that choice theory effectively increased post-test scores. The results suggested that students whose needs are met will thrive more in a school setting as opposed to students who do not get their needs met. Conversely, Burdenski et al further stated that failure to have needs met would result in personal and academic problems. Vanderclayen, Boudreau, Carlier, and Delens (2012) discovered that emotions influence an individual's career, especially during pre-service training. Therefore, preparing teachers to manage a classroom is as critical to effective teaching as instructional knowledge. Shoulders and Krei (2015) stated that teachers with at least a master's degree with more than 15 years of teaching experience tend to be more successful in classroom management and instructional practices. Glasser (1998) explained that when teachers create environments that both students and teachers benefit encourage students to give enough effort to learn. Therefore, discipline management strategies in teaching will be enhanced through clear relationship between an experienced teacher with newly teacher's trainee to expand skills and knowledge on their professional development careers. A well trained and experienced teacher manage well classroom and no over punishments to misbehaved students, this will help to reduce negative impacts of punishments to students and it will make students to know their responsibility and hence increase of academic performance.

Sibomana and Opiyo (2020) conducted a study to investigate the relationship between students' discipline and academic performance in secondary schools in Rwanda for advanced level studying French, English and Kinyarwanda in Rusizi district. The study adopted correlation research design while structured questionnaires, interview guide and desk review were used as data collection instruments. The target population was 283 respondents. The sample size of 166 was obtained by Yamane formula and by the use of simple random and stratified sampling techniques. The findings revealed that there is a high significant statistical high degree of positive relationship between students' discipline and academic performance. It was further revealed that regular class attendance, respect of school rules and regulations and the use of punishment among students create a positive change in students' academic achievement. The researchers recommended that the government should design effective policies and discipline guidelines. Heads of schools should ensure the suitability of school regulations and rules in the least performing schools as well as ensuring student punishment management and adequate administration of school rules and regulations. Students should respect and comply with school rules and regulations through punctuality, request for permission, constant attendance, doing and submitting homework in time, show respect for teaching and non-teaching staff and school management personnel.

Stein et al. (2019) conducted a study on the relationship of corporal punishment to academic results and achievements in secondary schools in Tanzania. The study presents data on harsh discipline and violence by teachers in its relation to academic achievement of students from secondary schools. A representative questionnaire-based survey was conducted in 13 schools in three districts in Mwanza region to capture amount and forms of corporal punishment and violence experienced in schools and its effect on achievement and national examination results. 597 students participated and reported about a broad variety of forms of violence by teachers, including physical violence and corporal punishment, psychological violence and humiliation as well as sexual abuse. This violence was related to academic achievement and results as well on individual level as on school level, as schools with a very high culture of violence showed less academic performance as a whole in the national examination.

Stein et al. (2019) In this study, the researchers hypothesized that there is high amount of harsh discipline and violence by teachers in the schools studied. Stein et al, further noted that violence in the school context, especially harsh discipline and corporal punishment contribute significantly not only to psychological symptoms, but also to poor results in examinations and that there is poor achievement in schools with harsh discipline and corporal punishment by teachers than in schools with friendly climates. The

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findings indicated that violent discipline management strategies applied by teachers do affect students' academic performances. Miriti (2012) also noted that indiscipline in Kenyan schools in Yatta District was influenced by unclear and unfair school rules and regulations as well as disagreement on the rules by teachers and administration and teachers having punitive attitudes. According to Regina (2013) however noted out that in Tanzania the administration of discipline by teachers is often seen by students as brutal and disproportionate whereby students accuse teachers to give them double punishments because in the process of doing punishments, they miss classes. Therefore, ineffective discipline management strategies can affect academic performances just as other structural factors such as poor material resources and incompetent teachers. They further recommended that teachers should be empowered with more knowledge and competences of alternative and more effective methods of managing discipline in schools so as to improve students' academic achievement.

James (2014) conducted the study on the role of school boards in managing teachers discipline in public and private secondary schools in Rorya District-Tanzania. The study employed cross sectional survey design, purposive and simple random sampling were used as well as quantitative and qualitative data collection methods. The findings from the study revealed that absenteeism was the most indiscipline case done by teachers and doing business during working hours, James observed that almost 60% of students' experience physical violence from teachers. Mpokera, (2012) explained that teachers should be very carefully when they use corporal punishments to students because they cause physical and psychological harm to students. This study is supported by Albert Bandura social learning theory of 1977 as it proposed that students can learn through observation and imitation, students can observe what other people do like teachers, parents from the family, peer groups and characters from TV watching. Teachers indiscipline at school could influence students to adopt indiscipline behaviours at school for example late coming to school and absenteeism which could affect student's attendance at school and their academic performance. And when students punished through severe canning due to indiscipline problems, they could decide to drop out from school because of corporal punishments provided by teachers and fear.

Research Methodology

The study used mixed research approach, the study applied convergent parallel mixed methods research designs. The designs allowed quantitative and qualitative data collection at the same time then data collected from questionnaire, interview and document review were analyzed differently and later merged for comparison and interpretation of the overall results (Creswell, 2014). Both qualitative and quantitative methods are used to overcome the weakness expected from each method.

Target Population

The target population in this study consisted 46 head of schools from public secondary schools, 20498 students, 509 teachers and 46 discipline masters as well as 1 DSEO.

Sample Size and Sampling Procedure

The study used both probability and non-probability sampling, the study used purposive sampling to get the sample size of 5 head of schools, 5 discipline masters and 1 DSEO. The study also used stratified sampling to get 79 students and 45 teachers.

Tools of Data Collection

The study used questionnaires to teachers and students where questionnaires was administered to them. The researcher used this method because of the low costs in terms of time and money, it is free from the bias, and the respondents have adequate time to give well thought out answers.

Interview guide was also used in this study. This method was used through personal interviews. Personal interview method requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons. The interview method was used to interview heads of schools, discipline master and DSEO because it allows the researcher to obtain more information from respondents (Kothari, 2004).

Document Review

Document search was used in this study. The method involves data collection from carefully written official school records or documents. 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 & Gall, 1993). 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 like cleaning the school compound, the researcher has also reviewed attendance book.

Findings and Discussion

Discipline management strategies employed by teachers to handle students' indiscipline cases in public secondary schools in Rorya district.

Under the second objective the researcher investigated the discipline management strategies employed by teachers on student's academic achievement in public secondary schools in Rorya district. The researcher to investigated the discipline management strategies used by teachers to punish students, in investigating this objective the researcher asked respondents questions about types of discipline management strategies employed by teachers to students, the findings presented on the table 4.7below. Also, the researcher asked the respondents question if the school rules and regulations are formulated in mutual collaboration between teacher and students.

Table 4.7: teachers and students' response on discipline management strategies used in public secondary schools to solve student's indiscipline cases

No	Discipline Management Strategies	Teachers Response		Students Response	
		Frequency	Percentage	Frequency	Percentage
1	Suspension	7	15.6	10	12.7
2	Guidance and counseling	6	13.3	-	-
3	Caning	17	37.8	24	30.4
4	Cleaning School Area	2	4.4	11	13.9
5	Kneeling down	12	26.7	18	22.8
6	Watering School Garden	1	2.2	5	6.3
7	Planting trees	-	-	8	10.1
8	Digging holes for garbage	-	-	3	3.8
	Total	45	100	79	100

Table 4.7 shows the responses of teachers and students when asked to identify the discipline management strategies used in public secondary schools in Rorya district. Therefore, the table shows the list of discipline management strategies identified by teachers, number of teachers responded and their percentages. Ngwokabuenui (2015) revealed different discipline management strategies used by teachers to discipline students like provision of adequate facilities for sports and games, reduction of class size and effective teacher parents' association. Salgong et al. (2016) supported that teachers in secondary schools use various discipline management strategies for example guidance and counseling.

Suspension

Teachers and students were asked to show types of discipline management strategies used in public secondary schools to solve student's indiscipline cases in Rorya district. Table 4.7 reveal the response of teachers and students whereby 15.6 percent of participants indicated that suspension is used while students' response shows that 12.7 percent of participant indicated suspension is used to student's indiscipline cases, Agesa, (2015) observed that among of the discipline management strategies use in secondary schools is suspension. Also, Afoyuru et al, (2011) revealed that suspension and guidance and counseling to undisciplined students were used.

Interview:

“One of the form three student was totally suspended from school because of abusing her teacher, the student come late to school and he was asked to kneel down by her teacher on duty but he refused through talking an abusive language to her teacher. Therefore, suspension is always given to those notoriously misbehaving students this is because we want to keep the school environment friendly to teachers to teach and to disciplined students to learn” (Interviewee. June, (2022).

This means that there is a situation suspension must be used in order to make other students to learn and to make the process of teaching and learning be friendly to everyone who is in school environments. By using suspension to misbehaved students will convey a message to other students that the need to observe the school rules and regulation and they have to concentrate in learning process.

Caning

The findings from table 4.7shows that 37.8 percent of teachers indicated that students who engage in indiscipline cases have to be caned, this is supported by response from students which show that 30.4 percent of students indicated that students who involve themselves in indiscipline behavior have to be caned.

Interview:

“Caning is one of the discipline management strategy used in our school, it is used especially to students who are coming late to school, truancy, it is also used to students with improper school uniform, who are fighting within the school environment and use of abusive language to teachers as well as use of phone at the school and noisy makers in the classes. Students are caned in order to obey school rules and regulations and make school environment a better place for teaching and learning” (Interviewee. June, 2022).

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On the other hand, the school punishment record books which were reviewed by the researcher from both five secondary schools revealed that caning is used, for example students who use abusive language to teachers, noise in classes, stealing, cheating during examinations and truancy caning was used to these indiscipline cases. This is supported by Damien (2018:50) who reveal that indiscipline students were caned openly so as to discourage other students to stop copying the behaviors of undisciplined students. The choice theory proposed by Glasser in (1998) state that peoples' behavior is an attempt to satisfy a need and if teachers want to change these behaviors', they must first help students to discover what needs must be satisfied and then work out ways to meet those needs.

This implies that teachers have to identify student's ability, student's ability differ from one to another to study different subjects. Some students have greater ability to learn many subjects but they have not motivated to learn these subjects thus why their school attendance is poor. But when they are motivated for example the presence of science teachers and presence of sports and games for example interclass competition, they will be motivated to improve their school attendance.

Guidance and Counseling

About 13.3 percent of teachers revealed that guidance and counseling is a good technique to reduce student's indiscipline cases in public secondary schools. Simeo and Tangi (2022) observed that the secondary school students should be supervised and counseled so as to shape their behaviors. Mwamanda (2009) revealed the participation of teachers in decision making has positive impacts on student's behavior. Salgong, Ngumi and Chege, (2016) they observed that teachers use various discipline management strategies in secondary schools including guidance and counseling, lack of guidance and counseling influence student's indiscipline cases and poor academic performance in public secondary schools.

Interview:

"Teachers play the role in guiding and counselling students about their discipline at school although are not professional in guiding and counselling, but teachers usually speak with students about the advantage of having good discipline. A disciplined student normally performs better because has more time to stay in class than undisciplined student who perform poor because he or she use more time outside the class for doing punishments like cleaning school areas and slashing. And also, a disciplined student uses more time for private studies and he or she always desire to achieve the academic performance" (Interviewee. June, 2022).

This implies that guidance and counseling is very important to students because it helps to monitor student's psychology, to solve indiscipline cases in a peacefully way without causing anger to students, therefore there is a need for the government to employ professional people in guidance and counseling in public secondary schools.

Kneeling Down

The findings from table 4.7 reported that 26.7 percent of teachers revealed that students who engage in indiscipline cases in public secondary schools are punished through kneeling down, this is supported by response from students' which reveal student's response whereby 22.8 percent of students show that undisciplined students in public secondary schools are punished through kneeling down. This is supported by Tangi et al, (2022) observed that corporal punishment is the easiest way of punishing students when they involve in indiscipline cases, students experience pain which make other students to learn and stop from engaging in indiscipline behaviors.

Interview:

"we are asking students to kneel down after engaging themselves in indiscipline behaviors this is because we want to make them to blame themselves on engaging in discipline cases when they feel pain although the aim is not to harm them" (Interviewee. June, 2022).

This implies that teachers use corporal punishment to undisciplined students the aim is not to cause harm to students but is to make students blame themselves why they commit offense, this will help to reduce indiscipline cases to students although other students may develop fear and decide to withdraw themselves from school.

Watering School Garden

The findings from the table 4.7 revealed that 6.3 percent of students reported watering school garden is one of the discipline management strategy used by teachers to punish students, this is supported by the findings from students which revealed that 2.2 percent of teachers show that water school garden is a means of disciplining students in public secondary schools. Tangi et al (2022) revealed that physical work is a means to reduce indiscipline problems in secondary schools. Atieno, (2014) believed that physical punishment should be used by teachers to discipline students because it discourages misbehaved students

Interview;

"The school use physical works as punishment to students, for example watering school gardens, slashing, planting trees, digging holes for garbage and cleaning school areas. Sometime these punishments are done during class hours or after class hours for example break time, it depends on the kind of misbehavior shown by the student" (Interviewee. June, 2022).

This implies that physical works helps to activate student's ability, this facilitate to make students focus to their studies as their

main goal when they are at school. Therefore, they only need to put more concentration to their studying instead of showing indiscipline behaviors to their teachers and other school staffs.

Effects of Discipline Management Strategies Employed By Teachers to Students Learning Process in Public Secondary Schools.

The researcher was interested to Find out the effects of discipline management strategies to student academic performance in public secondary schools in Rorya district. The effects of discipline management strategies include increase of performance, reduce absenteeism, students withdraw from school, create fear to students, improve students' discipline, and missing classes.

Table 4.8 Teachers response on the effects of discipline management strategies

No	Effects of Discipline Management Strategies	Frequency	Percentage
1	Increase of performance	10	22.2
2	Reduce student's absenteeism	3	6.7
3	Students withdraw from school	12	26.7
4	Create fear to students	9	20
5	Improve students' discipline	6	13.3
6	Missing classes	5	11.1
	Total	45	100

Increase of Performance

The study reveal that 22.2 percent of respondents show that discipline management strategies used by teachers in public secondary schools improve student's academic performance, for example the discipline management strategies used are caning, doing physical works like watering school garden and cleaning the school area. Glasser (1998) explained that when teachers create environments that both students and teachers benefit encourage students to give enough effort to learn. Therefore, discipline management strategies in teaching will be enhanced through clear relationship between an experienced teacher with newly teacher's trainee to expand skills and knowledge on their professional development careers. Delens et al, (2012) discovered that a well classroom management reduce over punishment to misbehaved students and it will facilitate to create positive relationship between the teacher and students. Sibomana et al (2020) reveal that regular class attendance, respect of school rules and regulations and the use of punishment among students create a positive change in students' academic performance.

Interview:

“canning makes students to improve their academic performance although it is not in a large percent for example there are those students who fail because of their poor school attendance but they have high ability to improve their academic performance when they ensure school and classroom attendance. Students like these we encourage them to find places to stay near the school environment so as to ensure their school attendance” (Interviewee. June, 2022).

The choice theory proposed by Glasser (1998) observed that quality relationship between teachers and students produce quality learning environments and ultimate quality schools. This means that a good relationship between teachers and students is created by teachers through guidance and counseling. Therefore, teachers and parents play a vital role in disciplining students and ensuring academic achievements of students for example when parents and non-government organization work together to construct students' hostel will help to improve student's attendance in the class.

Reduce Students Absenteeism

Table 4.8 shows the response of teachers about the effects of discipline management strategies employed by teachers to misbehaved students. The findings revealed that 6.7 percent of teachers shows that the use of various discipline management strategies to students helps to reduce student's absenteeism for example caning, cleaning school area and kneeling down as they make students to feel pain, therefore this make students to blame themselves for not coming to school. Sibomana et al., (2020) observed that regular class attendance, respect of school rule and regulations and the use of punishment like caning to students create a positive change in students' academic performance including.

Interview:

“Discipline management strategies make students to improve their academic performance although it is not in a large percent for example there are those students who fail because of their poor school attendance but they have high ability to improve their academic performance when they ensure school and classroom attendance. Students like these we encourage them to find places to stay near the school environment so as to ensure their school attendance” (Interviewee. June, 2022).

This is supported by social learning theory proposed by Albert Bandura (1977) that students learn through observation and imitation as well as practice. Students discipline is determined during his or her growth, if the student during his or her growth was surrounded by people who were not disciplined themselves, people who hate schooling and people who use drugs, it is

difficult to change the student who is affected by the use of drugs and is not attending to school regular even the use of corporal punishment for the aim of making him or her feel pain could result to violence at school.

This means that student's discipline is very important to determine his or her academic performance, discipline management strategies like canning help to make a student to remember what he or she is supposed to do at school but it should not be severe canning to students.

Students Withdraw from School

The findings from the table 4.8 revealed that 26.7 percent of teachers said some of the discipline management strategies used in public secondary schools to punish students because students drop out from school. This is supported by John (2017) who observed that among of the punishment used in public secondary schools is corporal punishment for example too much caning does not improve students' discipline but they create hatred and drop out from school. In Uganda, Mviso (2004) observed that punishment that are provided by teachers in secondary schools to students are not for improving students discipline, for example punishments like name calling, standing and kneeling in front of class, carrying weight like fetching water for long time are not, punishments like these produce fear to students and other to drop from school in order to escape the pain.

Interview:

“The provision of corporal punishment to students is not insisted because it make students to worry about going to schools and not only this but also corporal punishment create harm to student. When a student is injury by the teacher, the teacher will be taken to court. Therefore, we always ask teacher to use more guidance and counselling instead of using corporal punishments” (Interviewee. June, 2022).

Glasser under choice theory observed that in the past teachers were removing students totally from school when they misbehave which is not a relief to student, because students are punished in order to develop discipline but if they are expelled from school is to create danger to society this is because they be criminals. Students need to be motivated; motivation can be through providing students with choices in various learning activities in the classroom and using various techniques in teaching them. Therefore, teachers need to be more creative and careful to deal with undisciplined students, teachers need to use more psychology instead of using their power to deal with these undisciplined students. Teachers need to make this student as friends instead of isolating them which will results to negative relationship between teachers and students.

Create Fear to Students

The results show from table 4.8 that 20 percent of teachers reported that punishments that are provided by teachers in public secondary schools create fear to students. This is supported by (Ofoyuru and Too-Okema, 2011) who observed that discipline management strategies always related to pain and fear. Furthermore (Anayo, 2014) revealed that most of teachers think corporal punishment is a good measure to enforce discipline to students but it creates fear in students towards schooling instead of make them to become responsible citizen.

Interview;

“Students are caned when they misbehave, about the number of strokes given to students by teachers are not supposed to exceed 3, unless there is permission from head of school and also it depends to the kind of misbehavior shown by the student. It is true that too much stroke to students could result to fear to student and sometime the student may react against a particular teacher” (Interviewee. June, 2022).

The social learning theory proposed by Albert Bandura in 1977 observed that the student behavior is influenced by people around the students, characters on children's TV watching, friends with peer groups and teachers at school. When teachers are punishing students may decide the student reaction. Punitive punishments like corporal punishment create fear to students which can influence a student to withdraw from school. Influence the student to react negatively against a particular teacher. This implies that corporal punishments to students although it makes some students to stop showing indiscipline behaviors to school because of the pain they feel but can make a student to lose tolerance to continue schooling and decide to drop out from school.

Improve Students Discipline

The result show that 13.3 percent of teachers revealed that discipline management strategies provided by teachers in public secondary schools help to improve students' discipline. Anayo (2014) observed that involvement of all stakeholders and use of professionals in guidance and counselling could facilitate to improve students' discipline and the ministry of education must review Child's Right. Damien, (2018) observed that if education policies are fully applied students' discipline could improve which could improve students' academic performance in public secondary school.

Interview;

“Discipline management strategies facilitate to enhance students' discipline in secondary school. Because when students are caned in front of their friend's student during the parade, they feel pain and it convey a message to other students, they should stop their indiscipline behaviors because they will be caned like their friend's students” (Interviewee. June, 2022).

The choice theory proposed by Glasser in 1998 observed that students should be given motivations. Motivation to students play a

role of making students love schooling, this make students to discipline themselves as they love to study. This implies that punishments to students help to make students to change their indiscipline behaviors but this punishment in order to provide potential they should be at a minimum so as to reduce a negative impact to students for example to reduce harm to students but also motivation to students who show discipline at school and perform well should be provided.

Missing Classes

From the findings it revealed that 11.1 percent of teachers shows that discipline management strategies used by teachers in public secondary school make students to miss classes. This is supported by Agesa (2015) who observed that student may stay out of class until he or she willingly to accepts the laid down consequences.

Interview;

“It is true some students in this school when they misbehave, they are given task to do like fetching water, cleaning the school compound and slashing when they finish is where they are allowed to get into classes. They are given these punishments in order to make them to learn from their mistakes” (Interviewee. June, 2022).

The choice theory proposed by Glasser in 1998 revealed that students need to be motivated when they show positive results at school, this will help to reduce the number of indiscipline cases as students will love schooling than missing classes due to their indiscipline cases. This implies that giving a student a task to do when others are in the classes, a misbehaved student will miss a lot to learn and this influence a student failure. It is better a student to accomplish he or her assignment when it is not a classes time so as his or her academic achievement could not be affected by the punishment.

Conclusion of the Study

Students with high level of discipline always perform better in their examination results because these are always students who desire to achieve their future life therefore they keep studying effectively but students who are undisciplined are not any more interested in learning thus why they always misbehave at school. Therefore, teachers and parents are the key for the success of all students at public secondary schools, teachers should play their part to monitor students at school by ensuring guidance and counselling to students in order to reduce the number indiscipline cases at public secondary schools but parents should be involved effectively to make them aware of what is going on at the school.

Teachers need to use more alternatives to improve students discipline rather than relying on using punitive discipline management strategies like corporal punishments for example severe canning and kneeling down for long time. These kinds of punishments do not help them to discipline students apart from make students feel pain which may results to anger causing students reaction against teachers. Therefore, teachers are advised to use more guidance and counselling, motivations to students who show positive behaviors and positive academic achievements. Also, the head of school in collaboration with the school board and parents they should ask assistance from different education stakeholders like government and non-government organizations for the construction of hostels for students.

It is important teachers to understand that students depend on them for their academic achievement therefore teachers need to make students feel happy when they are at school so as to enjoy their learning process, these are students they need to be shown ways to pass, through guidance and counselling from teaches.

Recommendation for Practice

The study suggests the following to be improved in public secondary schools.

construction of hostels for students is very significant, this is because the presence of hostels at school it will help to reduce indiscipline cases to students for example late comers and truancy. Also students will have more time to stay at school and more time for studying themselves, construction of hostels will help to reduce pregnancy to girls and ensure academic achievements. The study revealed that construction of houses for teacher at school is important because teachers will have more time to guide students.

This study suggest that teachers need to be given various training in order to update their professionals which will include best alternatives to deal with students' indiscipline cases in public secondary schools.

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