

Effectiveness of the Preventive Strategy Used by Heads of Schools in Improving Students Discipline in Public Secondary Schools in Moshi Municipality, Tanzania

¹Fatuma Ibrahim Luwumba, ²Rev. Dr. Eugene Lyamtane, ³Sr. Dr. Catherine Muteti
Mwenge Catholic University

Citation: Fatuma Ibrahim Luwumba, Eugene Lyamtane, and Catherine Muteti (2022) Effectiveness of the Preventive Strategy Used by Heads of Schools in Improving Students Discipline in Public Secondary Schools in Moshi Municipality, Tanzania, *British Journal of Education*, Vol.10, Issue 11, pp.103-120

ABSTRACT: *This study was conducted to investigate the effectiveness of the preventive strategy used by heads of schools in improving students discipline in public secondary schools in Moshi Municipality, Tanzania. Assertive Discipline Theory developed by Canter and Canter in 1979 guided the study. The study was guided by one research question aiming to find out the extent to which preventive strategy was effectively used to improve students' discipline in public secondary schools in Moshi Municipality. The study employed a convergent research design under mixed method research. The target population of the study included 14 public secondary schools, 14 heads of public secondary schools, 28 discipline teachers, 12300 students and 168 class teachers in Moshi Municipality. Stratified sampling and simple random sampling techniques were used to select 5 schools, 40 class teachers and 200 students who were involved in the study while 5 heads of sampled schools and 10 discipline teachers of sampled schools were not sampled but directly included in the study to make total number of 255 respondents. Questionnaires, interview guide and document analysis guide were used to collect data from the respondents. The reliability of quantitative data was established through Cronbach Alpha; ($r=0.76$ for discipline teachers' questionnaire, $r=0.86$ for class teachers and $r=0.66$ for students' questionnaire) while the reliability for the qualitative data was established through member checking and triangulation of data. The Quantitative data was analyzed by using questionnaires and presented by using frequencies, percentages, means and tables. Qualitative data was analyzed in words and developing themes from the research questions and presented in narrative form and direct quotations. The study found out that school rules and regulations, good communication between teachers, parents, students, and rollcalls were effectively used in improving students' discipline. The study recommended that heads of secondary schools to provide school rules and regulations to students every year and improve communication between students, teachers and parents and encourage teachers to use effectively attendance registers to track indiscipline students in order to improve students' discipline.*

KEY WORDS: effectiveness, discipline, preventive, strategies

INTRODUCTION

According to human rights (2008), discipline in a learning environment is essential in order to impart on the learners' respect for self, integrity, norms of good conduct, without supervision and carry them on inherently into adulthood. Discipline is essential for smooth functioning of schools and society. Discipline is an important component of human behavior not only in helping to regulate students' reactions to various situations but also their relations with others in school and outside the school compounds. Thus, the effectiveness of discipline of any school is judged by level of discipline of its students. In order to maintain discipline each school has rules and regulations that are used to shape the behavior of the learners. Good discipline is essential for the establishment of a safe and respectful environment for learning, because all members focus on teaching and learning process. The discipline problems occur in a school when a student refuses to obey school rules and regulations. According to Yussif (2021), preventive discipline strategy is a way of disciplining students that helps teachers to avoid punishing students by using different measures like gestures, signs, symbols, having a good relationship with students, communicate with parents regarding to students behavior, provide rules and regulations to guide them, give rewards to discipline students and other measures that prevent the occurrence of misbehavior at schools. Students are told which behavior is appropriate and which is not appropriate and guidelines and rules are established in order to be followed.

According to the United Republic of Tanzania (2007), a head of school has the power to reprimand or dismiss a student who had proved to commit an offence punishable by suspension if the same student had previously suffered the same problem within the same academic year. Heads of schools have responsibilities to find different ways that can be used to improve students discipline in their schools because discipline is the mirror of schools hence indiscipline of students publish bad names of heads of schools because they fail to fulfil their responsibilities.

Anggraeni, (2020), identified that discipline strategies are divided into preventive measures, supportive measures and corrective measures. In preventive measures teachers will establish guideline and rules for students to follow in schools in order to reduce indiscipline cases by explaining to students what behaviors are and not acceptable in school and emphasize good manners, and respect for all individuals in the school environment. Supportive discipline measures a teacher offers a verbal warning like eye contact, head shaking or a suggestion for correcting behavior while a student is disobeying an established school rules. Supportive discipline measures provides a student with suggestion and options for correction behavior before punishing students.

Vendas (2020), conducted a study on Classroom Behavior Management Strategies to Support Students with Special Education Needs in Portugal and observed that, for effective preventive discipline strategy, teachers should consider planning or preparedness before teaching, conduct classroom meetings to discuss acceptable behavior, provide clear rules and regulations, be strictly on rollcalls, communicate well with students and setting groups for specific tasks

Amesi and Sobere, (2019), identified that positive relationship between students and teachers, establish fair school rules and regulations, advise students on good morals, praise and reward discipline students, use of interesting instructional materials and give students chance to explain their views and feelings about particular activities performed at school environment improved students discipline in schools.

To maintain discipline in school, both International and local accepted laws or treaties must be respect. Many countries have ratified to the United Nations Conventions on the Rights of the Child (1989) and the African Charter on the Rights of the Child (1990). These are measures to protect the rights of the child. However, Manzoor, (2017) said violation of human rights distorts discipline and prevent the effective and smooth process of personality development. In addition, corporal punishment is found to be associated with lower IQs, smaller vocabularies and poor cognitive development. According to Save the Children report of (2017), poor student's discipline is due to the result of the failure to inflict corporal punishment. Educators and even parents believe that corporal punishment is a strategy to enhance students' behavior in schools.

According to the United republic of Tanzania (2015), Corporal punishment is lawful in Tanzania mainland. The National Corporal punishment Regulations allow heads of schools to cane students for indiscipline acts done at school environment. Heads of schools can authorize teachers with writing to administer corporal punishment to students, punished students must be recorded in discipline books by indicating number of strokes, and name of the teacher administer it. Despite the efforts made by various organs nationally as well as institutionally, indiscipline cases are still reported daily in schools.

In Moshi Municipality, there are different discipline cases reported like the form two student of Kaloleni Islamic secondary who was arrested for burning school dormitories by collaborating with a gung of hooligans in Moshi Municipality, 17 years old student who was arrested for raping his fellow student. In addition, a form four student committed suicide after being expelled from school due to discipline cases. (Report of Kilimanjaro Regional police commissioner with journalists on 22nd August, 2021)

Amongst all these incidences, this study focuses on effectiveness of the strategies used by heads of schools in improving students discipline in public secondary schools in Moshi municipality Tanzania in order to solve or minimize discipline problems in schools.

Statement of the Problem

The society need to have good people with good discipline in order to build a nation with responsible people who can work for their nation with a good discipline. Parents, teachers and other stakeholders are complaining about indiscipline acts of the students to the society that take different forms namely theft, drug abuse, rape, cigarette and bang smoking and the use of abusive languages resulted from indiscipline. According to East African Television report of 9th October 2020, in Moshi Municipality a form two student of Kaloleni Islamic secondary was arrested for burning school dormitories by collaborating with a gung of hooligans.

Kiwale (2017) conducted study on discipline and observed that indiscipline acts led to poor performance in schools. Silva et al (2017), on the study conducted observed that students sometimes behave negatively due to bad models from parents and teachers. These studies revealed that there is a discipline problem in schools due to different factors like poor family background, lack of guidance and counselling, absence of clear and stable rules, domestic violence, and influence from media and punishment that cause psychological trouble. From the reviewed studies, the researchers have focused on sources of indiscipline and impacts of indiscipline to the society but none of them focused on measures to mitigate indiscipline problems in school. Thus this study filled the gap by investigate on the effectiveness of the preventive strategy used by heads of schools in improving students discipline in public secondary schools in Moshi Municipality Tanzania.

Research Question

How is preventive strategy effective in improving students' discipline in Public secondary schools in Moshi Municipality?

Significance of the study

The study contributes useful knowledge to the heads of schools in order to come up with various solutions based on strategies used to improve students discipline in public secondary schools also to know how to overcome challenges they face during addressing discipline problems hence improving the effectiveness of teaching. The findings from this study may help policy makers in understanding capability of heads of schools in managing students discipline in schools and review their decisions on how they can involve different stakeholders to fight against indiscipline cases in secondary schools in order to improve students' discipline. The findings of this study contributes to the body of knowledge and used as a reference to other researchers. In addition, the theory helped the researcher to determine strategies that are adopted by heads public secondary schools in Moshi Municipality to appreciate acceptable behaviors for students to use them and avoid unnecessary indiscipline acts in schools. Finally, findings from this study added knowledge to researchers on implementation of the strategies used in improving students discipline in schools and serve as a reference point for other researchers.

THEORETICAL FRAMEWORK

The Assertive Discipline Theory guided the study. The theory was developed by Canter and Canter in 1976. According to this theory, teachers have to develop, maintain and bring to attention student clear rules and regulation on behaviors that are acceptable and not acceptable in school. The theory also emphasizes on teachers to set school rules and regulations, appreciate students who follow school rules and regulation and determine consequences of students who fail to abide with school rules and regulation. The theory emphasis teachers to use preventive measures to students before indiscipline behavior occurred but supportive measures should be taken to students who have already broke the school rules in order for them to change but failure to change will lead teachers to apply different corrective measures to indiscipline students in order to change and behave in a good manner.

Strengths of the assertive discipline Theory

The strength of this theory is that it creates conducive school environment that improves students discipline in schools. According to Canter (1976), assertive discipline in improving students discipline leads to the decrease of disruptive behavior in schools because rules and regulations are set and students are abide to them.

Weaknesses of assertive discipline Theory

The weakness of assertive discipline theory is that it ignores factors affecting students' behavior but emphasizes on setting of school rules and regulation that abide with students. Therefore, there is a need to identify causes of students' indiscipline in order to avoid indiscipline acts to be repeated. Punishing indiscipline students without focusing on the factors that cause them to misbehave may not improve students' discipline.

Applications of assertive discipline Theory

Despite the weakness, the theory is relevant to this study where by the researcher assessed the effectiveness of the strategies used by heads of public schools in improving students discipline in public secondary schools in Moshi Municipality. As the theory assumes that students misbehave due to failure implementation of discipline strategies therefore the theory, relate with the study because effectiveness of discipline strategies will improve students behaviors in schools. In addition, the theory helps the researcher to determine which strategies that are effective in public secondary schools in order to improve students discipline to make them good students.

Review of Empirical studies

The main scope of empirical review is to review different studies on discipline in order to identify different preventive strategies used in managing students discipline and their through a critical review is where knowledge gaps can be identified.

Effectiveness of preventive strategies in improving students' discipline

In preventive strategies, heads of schools should provide an environment that foster positive behavior and provide support and services to students in order to disrupt negative behavior in schools. Preventive measures provide a stimulating curriculum that help students spend little time thinking of misbehaving. Keppens et al (2019), conducted a study on school attendance and problematic school absenteeism in Secondary schools in America. The study employed qualitative approach to collect data using interview guide instrument and came out with the suggestion that in order to use attendance register as a preventive discipline strategy, attendance register must have the list of all students registered and teachers must call students' names twice a day. However, the study suggested attendance register to have the names of registered students, but still heads of schools can delay to update the names of registered students daily.

The current study employed mixed approach method to collect data by using questionnaire, interview guide and document analysis guide to triangulate data from different instruments. In addition, some respondents are good in writing rather than talking hence both qualitative and quantitative data were conducted in this study.

Balkis et al (2018), conducted a study on the school absenteeism among high school students in Turkey. The findings revealed that some problems that hinder students from attending to school like dislike of some lessons and poor school climate. In order for students to attend to school, teachers must motivate them and make conducive environment for learning. Though the study used questionnaire to get information from respondents but it is difficult to obtain the physical expression of the respondents when answering questions, hence the current study employed questionnaire, interview guide and document analysis guide instruments to collect data from heads of schools, discipline teachers, students and class teachers in order to triangulate data from different instruments and helped the researcher to capture the physical expression of respondents.

Mills et al (2017), conducted a study on effective strategies to improve students' attendance in Australia and came with the suggestions that heads of schools are required to manage students' attendance by maintaining accurate data, disclosure of data, addressing students' absenteeism and develop plans to reduce number of absenteeism. To ensure the effectiveness of attendance register, head of school must develop strategies to ensure regular attendance at school, provide teachers with information on attendance requirements and obligation to monitor.

The findings from the study identified that transport problem as a big hindrance to students' attendance in schools but this is not the case to our area because parents are the one responsible for transport of their children. The current study filled the gap by looking on how preventive discipline strategy is effective in improving students' discipline in schools and look on challenges for students' absenteeism.

Mussa and Martha (2020), conducted a study on school management mechanism and control of discipline among pupils in Primary levels in Uganda. The study adopted quantitative approach whereby data was collected from 291 respondents through simple random sampling technique. The findings from the study revealed that setting school rules and regulations should involve all stakeholders like teachers, parents, students and others in order to make best rules and regulations for students. Students tend to break school rules and regulations because those rules are set without them being involved. Setting of school rules and regulation can involve students but still indiscipline act may occur due to unwillingness of students to follow rules and regulations they set. Thus, this study employed concurrent design under mixed method to investigate on the effectiveness of preventive strategies in improving students' discipline in order the researcher to generalize both qualitative and quantitative data.

Ngallya (2017), conducted a study on management of students' indiscipline in Temeke Municipality Tanzania and identified that school rules and regulations measures are taken for those who misbehave in school and each school has rules and regulations which guide students. The study investigated the teachers' perception on efficiency of the management strategies of students' indiscipline acts. During the interview with heads of schools, the study revealed that of 10, 8 (80%) agreed on the view that there were school rules and regulations while teachers 93.3% agreed on the strict school rules and regulations, while 06.7% disagreed. The data imply that majority of teachers agreed on the strict school rules and regulation in improving students discipline.

From the reviewed studies, the researcher identified that school rules and regulations are important for the discipline of the students in order to behave accordingly, hence this current study identified that clear school rules and regulations, reward discipline students, rollcalls and good communication between teachers, students and parents improved students discipline in schools.

METHODOLOGY

The study employed a convergent design under a mixed method research focusing on collecting data concurrently, analyzing concurrently and merging the results to draw conclusions. Data were collected from the target population at once and then generalized the findings to the population. Mixed method involved the collection of both qualitative and quantitative data at once in order to gain a deep understanding about the effectiveness of the strategies used by heads of schools in improving students discipline in public secondary schools in Moshi Municipality Tanzania.

The target population of this study included 14 public secondary schools, 14 heads of public secondary schools, 28 discipline teachers, 168 class teachers and 12300 students. The sample for the study was 255 respondents who were sampled through simple random sampling and stratified sampling techniques to get 40 class teachers and 200 students, all the five heads of the selected schools were involved in this study. Each selected secondary school had two discipline teachers. The two discipline teachers were equally involved in the study. The instruments used to collect data were questionnaires, interview guides and document analysis guides. Questionnaires were administered to class teachers, students and discipline teachers while interview guides were conducted to heads of public secondary schools in Moshi Municipality. The reliability of quantitative data was established through Cronbach Alpha; ($r=0.76$ for discipline teachers' questionnaire $r=0.86$ for class teachers' questionnaire and $r=0.66$ for students' questionnaire) while the reliability of the qualitative data was established through peer checking and triangulation of data.

Quantitative data were collected and summarized into frequency, percentages and means presented in tables by using statistical package for social science (SPSS) version 22. Qualitative data was summarized and analyzed in themes and sub themes and then presented in narrative form and direct quotations.

FINDINGS AND DISCUSSIONS

Effectiveness of preventive discipline strategies in improving students' discipline

The question sought to find out the extent to which preventive discipline strategies are effective in improving students discipline in public secondary schools in Moshi Municipality. Data from questionnaires, document analysis guide and interview guide were used to address this research question where by students, discipline teachers, heads of schools and class teachers were involved in this study. Table 1 presents the responses of students on the effectiveness of preventive discipline strategies in improving students' discipline.

Table 1: Students’ responses on the effectiveness of preventive discipline strategies in improving students’ discipline (n=200)

S/N	Statements	V.E		E		U		I		V. I		Mean scores
		f	%	f	%	f	%	f	%	f	%	
i.	Good relationship between students, parents and teachers improve students discipline in my school	125	62.5	54	27.0	9	4.5	3	1.5	9	4.5	4.41
ii.	In my school, students are involved in making school rules and regulation for effective implementation	44	22.0	45	22.5	62	31.0	33	16.5	16	8.0	3.32
iii.	In my school, school rules and regulations are put at the school notice board for students to be aware and follow	83	41.5	53	26.5	29	14.5	20	10.0	14	7.0	3.85
iv.	I have given a copy of school rules and regulation when registered at school	109	54.5	49	24.5	11	5.5	20	10.0	10	5.0	4.22
v.	In my school, clear rules and regulations are available for the students in order to maintain discipline at school	114	57.0	50	25.0	17	8.5	2	2.0	15	7.5	3.80
vi.	Rollcall is taken by class teacher twice a day	36	18.0	53	26.5	29	14.5	25	12.5	65	28.0	3.11
vii.	My teacher encourage students to behave well and praise discipline students	116	58.0	51	25.5	11	5.5	5	2.5	13	6.5	3.40
viii.	My class representatives help teachers to identify students who break classroom and school rules and regulations in order to improve students’ discipline	99	49.5	54	27.0	30	15.0	11	5.5	6	3.00	3.70
ix.	I always arrive to school on time in order to be around during morning rollcall	98	49.0	59	29.5	28	14.0	4	2.0	11	5.5	3.10
x.	My teachers prepared themselves before entering to class in order to maintain classroom discipline	110	55.0	49	24.5	22	11.0	7	3.5	12	6.0	3.47
Average mean score											3.36	

Source: Field Data (2022)

Data from table 1 show that, the great majority 89.5 % of the students said good relationship between students, parents and teachers was effectively, 4.5 % of the students were undecided while 6 % of students respond ineffective on the statement. The findings indicate that teachers, students and parents work together to avert indiscipline acts in schools by mean score of 4.41. The findings were similar with those of Alsubaie (2018), who found out that in order to solve discipline problems in schools there must be a good communication between teachers, students and parents.

Therefore, teachers, students, parents and other stakeholders should work jointly in order to improve students' disciplines in schools.

The findings from table 1 show that, the great majority of students 83.5% respond effectively that teachers encourage students to behave well and praise discipline students, 5.5 % of students were not sure whether teachers encourage students to behave well and praise discipline students or not while 9 % of students respond ineffectively on the statement . From the findings, students were rewarded for discipline actions done at school in order to improve discipline by mean score of 3.40. This statement was similar with the findings of Sidin (2020), who observed that positive rewards like kindness words and gifts to students would motivate them to behave in a good manner in school environments. This statement was in line with the comments given by one head of school who reported that;

“Those students who behave well were praised and rewarded in front of others so as to teach other students to show good behavior and maintain good discipline in school.”(Interview E, on 22nd June, 2022)

From the comments given by head of school, it was clear that students had rewarded for discipline acts they done at school for others to change and behave accordingly hence improve students discipline at school.

In addition, data from table 1 show that, the great majority of students 79 % were effectively responded that they had given a copy of school rules of school rules and regulations when registered at school, 5.5% of students were undecided on this statement while 15.5 % of students respond ineffectively that they had given a copy of school rules and regulations. The findings show that students had given a copy of school rules and regulations before joining to school, this indicate that each student had a copy of school rules and regulations that was given before joining the school by mean score of 4.22. The findings relate with the findings of Mussa and Martha (2020), who found out that school rules and regulation should be used as a compass of the schools. Moreover, the finding was in line with the report of document analysis guide which show availability of school rules and regulations from the files observed at schools visited.

Data from table 1 show that, the great majority of students 79.5 % responded effectively that, they arrived to school on time in order to be around during morning rollcalls, 11.0 % of students were undecided while 9.5 % of students responded ineffectively on the statement. This indicate that students were available during morning rollcalls to avoid the problems associated with attendance by mean score of 3.10. This finding was supported by one head of school A, who reported that;

“Now days after 7:30 we close our gate no one should enter. So students are coming very early and perform cleanliness and other duties” (Personal interview on 16th June, 2022)

On rollcalls, minority of students 44.5 % revealed that class teachers effectively took rollcalls twice a day, 14.5 % of students were undecided while 28 % of students report ineffectively that class teachers took rollcalls twice a day by mean score of 3.11. The findings indicate that, teachers did not use attendance registers as tools for tracking discipline of students in schools. This observation was in agreement with the findings of Keppens et al (2019), who found that, teachers must call students' names twice a day because students with attendance problems had an increased risk of stealing, disobey teachers, smoke drugs and other bad behavior. The finding was in contrast by the report of interview guide conducted by one head of school B, who reported that;

“Attendance register is taken morning and evening, yes we call them twice.” (Personal interview on 10th June, 2022)

The quantitative finding was in contrast with qualitative report because teachers did not use rollcalls as a measure in curbing students discipline hence indiscipline continue to occur because one of indiscipline act is truancy. Therefore, teachers must adhere to government order by taking attendance morning and evening in order to improve students discipline in schools.

Moreover, minority of students 44.5 % said that they were effectively involved in making school rules and regulation for effective implementation, 31.0 % of students were undecided while 24.5 % of students reported in effectively on the statement by mean score of 3.32. From the findings, it indicate that students were not involved in any decisions at school hence teachers have the last voice. The findings concur with those of Mussa and Martha (2020), who found out that, setting school rules and regulation should involve all stakeholders like teachers, parents, students and others in order to make best rules and regulations for students. The finding differ from the interview with one of the head of secondary school in Moshi Municipality reported that;

“No! No! We are not involved them in making school rules and regulations. We are just aah! Composing the rules and regulations and give them and make follow up.” (Personal interview on 10th June, 2022)

This mean that there was a need for heads of schools to involve students in formulation of school rules and regulations in order for them to give their suggestions and views for better rules that can be easily applicable and followed by students.

In addition, the researcher wanted to know class teachers' responses on the effectiveness of preventive discipline strategies in improving students' discipline and the summary is presented in table 2.

Table 2: Class teachers’ responses on the effectiveness of preventive discipline strategies in improving students’ discipline

S/N	STATEMENTS	VE		E		U		I		VI		Mean score
		f	%	f	%	f	%	f	%	f	%	
i	I have a good relationship with students and parents	19	47.5	8	20.0	1	2.5	10	25.0	2	5.0	3.87
ii	I involved students in making classroom rules, school rules and regulation	6	15.0	11	27.5	14	35.0	2	5.0	7	17.5	3.17
iii	I take rollcall to students twice a day every day	15	38.5	4	10.0	5	12.8	3	7.7	12	31.0	3.17
iv	Every student in my class has a copy of class room rules, school rules and regulation	9	22.5	4	10.0	4	10.0	1	2.5	22	55.0	2.45
v	School rules and regulations are clear and communicated for the students to behave well in my classroom.	3	7.5	9	22.5	2	5.0	16	40.0	10	25.0	2.47
vi	I receive discipline cases to students in my class daily	16	40.0	14	35.0	4	10.0	6	15.0	0	0	3.90
vii	I encourage students to behave well and praise discipline students	20	50.0	9	22.5	1	2.5	1	2.5	9	22.5	3.82
viii	Attendance register is used in class to reduce high number of truancy	19	47.5	16	40.0	3	7.5	2	5.0	0	0	4.00
ix	My class representatives help me to identify students who break classroom and school rules and regulations	16	40.0	20	50.0	3	7.5	1	2.5	0	0	3.72
x	Always my students arrive on time in classroom.	15	37.5	20	50.0	3	7.5	2	5.0	0	0	4.20
Average mean score											3.47	

Key: VI= Very Ineffective, I= Ineffective, U= Undecided, E= Effective, VE= Very Effective

Source: Field Data (2022)

Data in table 2 shows that, 67.5 % of class teachers effectively responded that good relationship between students, teachers and parents improve discipline in schools, 2.5% of class teachers were undecided while 30% of class teachers respond ineffectively on the statement. The findings established that there was good relationship between teachers, students and parents in order to solve discipline issues jointly. Therefore, good cooperation identify bad behavior easily to students and make strategies for improvement. This finding was similarly with the study of Jean (2018), who found out that good relationship among teachers, parents and students enabled to identify different indiscipline cases in schools and solve it immediately.

Data in table 2 shows that, 72.5 % of class teachers effectively report that students were encouraged to behave well and praised for discipline acts done at school, 2.5 % of class teachers were

undecided while 25.0 % of class teachers said the strategy was ineffectively. The finding observed that students were praised by different kind of words of appreciation and rewards for good behaviors shown at schools. The findings are similar with those of Sidin (2020), who observed that positive rewards as kindness words and gifts to students would motivate them to behave in a good manner in school environments hence improve discipline. In addition, the findings reflect what head of school D reported;

“We have positive rewards for those discipline students like praise them in front of others and provide gifts but those who are not disciplined also we give them negative rewards like punishments” (Personal interview on 14th June, 2022)

From the qualitative data would mean that most of the heads of schools provide rewards to students not only for those who behave well but also for those who were not disciplined in order to inspire them to change and behave well in schools and improved their discipline. In addition, data in table 2 show that, the greater majority of class teachers 87.5 % reported effective on the use of attendance register in reducing number of truancy, 7.5 % of class teachers were undecided while 5 % said attendance registers were ineffective to improve students' discipline in schools. The findings show that attendance registers were effective to reduce indiscipline cases in schools because truancy is one of indiscipline acts in schools. The findings were similar with those of Suryono et al (2019), who support that for effective use of attendance registers, it must have the list of all students registered and teachers must call students' names twice a day for discipline improvement because students with attendance problems have the risk of stealing, disobey teachers, smoke drugs and other bad behavior. Therefore, attendance register when effective by class teachers would improve students discipline in schools. The finding was in agreement with those of interview with one head of public secondary school in Moshi Municipality who said that;

“Class teachers are the owners of class attendance registers and make day follow up and the attendance register is used to truck students who are indiscipline at school compounds” (Interview A on, 16th June, 2022).

From the comments given by one head of school it means that class teachers were responsible for their responsibilities given by heads of schools and they made day follow up of students attendance registers in order to improve students discipline in schools.

In addition, the findings on rollcalls, 48.5 % of class teachers responded effective that rollcalls to students were taken twice a day every day, 12.8 % were undecided while 38.7 % of class teachers responds in effective on the statement. The findings indicate that, class teachers did not take rollcalls of students twice a day hence, indiscipline problems continue to occur at schools. The findings are in contrast with the findings of Sardjana (2019), who found out that teachers must use attendance registers to call names of students registered in schools twice a day in order to reduce indiscipline actions done by students. In addition, the findings concur with those from the interview guide conducted with one head of school in Moshi Municipality, who reported that;

“Class teachers are the owners of class attendance registers and make day follow up by calling students names twice a day” (Interview on, 16th June, 2022).

From the comments given by head of school this would mean that after head of schools assign responsibilities to class teachers they did not make any follow up to check if students names were called twice a day or not.

Concerning with involvement of students in making classroom rules, school rules and regulation, 42.5 % of class teachers report effectively on that, 35 % of class teachers were undecided while 22.5 % of class teachers responded ineffective on the statement. This indicate that, students were not involved in formulation of rules and regulations at schools. This finding was different with the findings of Mussa and Martha (2020), who found that; setting of school rules and regulation should involve all stakeholders like teachers, parents, students and others in order to make best rules and regulations for students. Students tend to break school rules and regulations because those rules were set without them to be involved. Moreover, the finding was in line with the interview with head of school C who reported that;

‘By laws were normally made by ourselves in line with District educational officer or Ward officers’’ (Personal Interview on 13th June, 2022)

From the comments given by head of school, this would mean that students were not involved in formulation of school rules and regulation. This make difficult for teachers to make follow up because students sometimes ignore that rules and regulations since they were not involved at the stage of formulation.

Data in table 2 show that, 30 % of class teachers reported effective that school rules and regulations were clear and communicated for the students to behave well in classroom, 5 % of class teachers were undecided while 65 % of class teachers responded in effective on the statement. This indicate that each school has school rules and regulations that guide students to behave well and but are not clear to students. This was concur with the study of Ngallya (2017), who found that clear school rules and regulations guide students in schools in order to behave well by following rules and regulations that were settled. Moreover, the findings differ with interview guide with one of the head of public secondary school in Moshi Municipality who report that:

“Surely! Surely! Surely! Each and every student has to have given a set of school rules and regulations before they come to form one” (Interview on, 13rd June, 2022).

From the report given by head of school, it shows that students had given a copy of school rules and regulations but those rules were not clear to them since indiscipline problems continue to occur in schools. The findings indicate that there was a need for heads of schools to review those school rules and regulations given to students. In addition, from document analysis guide the researcher observed the file with copy of school rules and regulations and it shows the strategies to improve discipline in schools. From document observed, show that each copy of join instruction form has attached with a copy of school rules and regulations. This indicate that students were given a copy of school rules and regulations before they joined to school but are not clear to them.

The researcher sought information from discipline teachers' responses on the effectiveness of preventive discipline strategies in improving students' discipline and the results are presented in table 3.

Table 3: Discipline teachers' responses on the effectiveness of preventive discipline strategies (n=10)

S/N	Statements	VE		E		U		I		V		Mean scores
		f	%	f	%	f	%	f	%	f	%	
i.	Clear rules and regulations are available in my school for students to behave properly	6	60.0	1	10.0	0	0	1	10.0	2	20.0	3.80
ii.	Heads of school encourage teachers to be strict on students' class attendance in order to track truancy students	3	30.0	3	30.0	10	10.0	2	20.0	1	10.0	3.50
iii.	My school provide chance for students to be involved in making school rules and regulation in order to improve students' discipline	3	30.0	1	10.0	3	30.0	3	30.0	0	0	3.40
iv.	My heads of school encourage teachers to organize classroom meetings with students to discuss vital behavior lessons with students through guidance and counselling	5	50.0	3	30.0	2	20.0	0	0	0	0	4.00
v.	I have written records books of improper behavior to assist in tracking students' behavior at school	5	50.0	0	0	1	10.0	0	0	4	40.0	3.10
vi.	My school provide a copy of school rules and regulations to each student when administered at school to reduce indiscipline acts at school	6	60.0	1	10.0	0	0	1	10.0	2	20.0	3.50
vii.	My school head encourage teachers to prepare lesson before entering in the classroom in order to avoid students misbehaving while teaching	5	50.0	1	10.0	1	10.0	0	0	3	30.0	3.50
viii.	I always communicate well with students in order to reduce the acts of students to copy bad behavior from teachers	5	50.0	2	20.0	0	0	2	20.0	1	10.0	3.10
ix.	Rollcall of students is taken twice a day in order to check truancy students	1	10.0	3	30.0	1	10.0	3	30.0	2	20.0	2.80
x.	My school has available rules and regulation that are communicated to teachers, students and parents through school assembly, School newsletter and handbook in order to improve students discipline in school	4	40.0	4	40.0	2	20.0	0	0	0	0	4.20
Average mean score											3.44	

Source: Field Data (2022)

Data in table 3 show that majority of discipline teachers 70% responded that clear rules and are effectively used in school for students to behave properly while 30 % of discipline teachers responded ineffective use of clear rules and regulations. From the findings majority of discipline teachers agree that clear rules and are effectively used in school for students to behave properly by mean score of 3.80. This indicates that school each school has rules and regulations which are used effectively to shape the behavior of the students in public secondary schools in Moshi Municipality. Similarly, this was agreed by the study of Ngallya (2017), who found out that clear school rules and regulations reduced misbehavior of students in school and each school must have rules and regulations that guide students.

In addition, Majority of discipline teachers 70 % respond effectively that they communication with students in order to reduce the acts of students to copy bad behavior from them while 30 % of discipline teachers respond ineffective communication by mean score of 3.10. This entail that teachers are good role model of the students and adhere to ethical consideration of work. The finding was similar with the study of Mussa and Martha (2020), who found out that teachers should be a good role model for the students' hence good communication, make students to behave well by imitating from their teachers.

The analyzed information data in table 3 identified that minority of discipline teachers 40 % said students were effectively involved in making school rules and regulation in order to improve students' discipline, 30 % of discipline teachers were undecided on that statement while 30 % of discipline teachers said involvement of students in making school rules and regulations are in effectively by the mean score of 3.40. The findings entail that students were not involved in making school rules and regulations. The findings differ with Mussa and Martha (2020), who found out that for the effective use of school rules and regulations all stakeholders like teachers, parents, students and others should be involved in order to make best rules and regulations for students and easy implemented. The findings reflect what was reported by one heads of public secondary schools during the interview said,

“students were not involved in formulation of school rules and regulations” (Interview A on, 16th June 2022). Appendix 4

This would mean that the strategy is ineffectively since students were not involve in making school rules and regulations. When students were involved in formulation of school rules and regulation it would be easy for them to obey it and teachers make follow up for implementations.

Furthermore, on issue of rollcalls, 60 % of discipline teachers responded effectively that head of school encourage them to be strict on students' class attendance in order to track truancy students, 10 % of discipline teachers were undecided while 30 % of discipline teachers responded ineffectively by mean score of 4.0. This indicate that teachers were insisted on the use attendance register to track indiscipline students in schools in order to improve students discipline .This was in agreement with the study of Keppens et al (2019), who observed that in order to use attendance register as a preventive discipline strategy, heads of schools should insist teachers to be strict on rollcalls of students because students with attendance problems have an increased risk of stealing, disobey teachers, smoke drugs and other bad behavior.

On the issue of taking rollcalls twice a day, minority of discipline teachers 40 % responded effectively that rollcalls of students were taken twice a day in order to check discipline of students, 10 % of discipline teachers were undecided while 50 % of discipline teachers said rollcalls were ineffectively used in school by mean score of 2.80. The finding imply that students rollcalls were ineffectively used and rollcalls of students were not taken twice a day as directed by the ministry of education, science and technology but taken only once per day hence students indiscipline acts continue to occur in schools. The findings are different from what was reported by Suryono et al (2019), who found out that teachers must call students' names twice a day in order to reduce indiscipline acts of students that associate with attendance in schools. Generally, the overall mean score of discipline teachers responses on effectiveness of preventive discipline strategies were 3.44 which indicate that the strategy was effectively used in improving students discipline in schools. From the findings, heads of schools were responsible for students discipline by applying different measures in order to avoid occurrence of misbehavior at school compounds.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings observed on the effectiveness of preventive strategies in improving students' discipline, the researcher concluded that indiscipline cases affect academic performance of students in schools since they used time to do punishment given by teachers. Clear rules and regulations, good relationship between teachers, students, parents and other stakeholders and effective use of rollcalls to students improved students behavior in schools.

From the conclusions, the researcher recommends that all stakeholders like parents, teachers, students, educational practitioners and others should work together and collaborate in order to avert or minimize discipline cases of students in schools. Moreover, heads of schools need to ensure that school rules and regulations are provided to students every year not only when they joined to school for the first time, good communication between teachers, parents and students in order to solve discipline issues jointly and rollcalls of students to be taken twice a day by class teachers as directed by the Ministry of Education in order to track indiscipline students and solve the problem of absenteeism in schools.

REFERENCES

- Alonge H. O., and Obiweluzor, N. (2018). *Strategies for Managing Indiscipline among Secondary School Students' in Nigeria*. University of Benin. Ugbekun, Benin.
- Alsubaie, M.A (2018), Educational Leadership and Common Discipline Issues of Elementary School Children and How to Deal With Them. *Journal of Education and Practice*. Vol.6 No.13.
- Amesi. J & Sobere. M. A (2019). Challenges and preventive strategies for business studies teachers in managing classroom in secondary schools in Port Harcourt Metropolis. *International Journal of education Development*. Vol.24 (1) pp74-98

- Anggraeni (2020). *The Influence of Teacher's Discipline to the Students' Character in Teaching Learning Process (A Study the Seventh Grade of Junior High School Aaissyiyah Paccinongang)*. Universitas Muhammadiyah Makassar. Guyana
- Balkis, M., Arslan G., & Duru, E. (2018). The School absenteeism Among High School Students: Contributing Factors. *Journal of Educational Sciences Theory and Practice* Vol.16 No.6 pp 1819-1831.
- Canter, L and Canter, M (1976) *Assertive Discipline: A Take Charge Approach For Today's Educators*. Santa Maria: Lee Canter and Associations.
- Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). SAGE Publications Inc.
- Jean, H. (2018). *Parental involvement and students' discipline in twelve years basic education schools in Nyarugenge District*: Mount Kenya University Rwanda.
- Keppens, G., Spruyt, B., & Dockx, J (2019). School Attendance and Problematic School Absenteeism in Youth in U.S.A. *Frontiers in Educational Psychology Journal* Vol.10
- Kiwale, A (2017). *Factors Leading to Indiscipline in Secondary Schools in Siha District Tanzania*. Unpublished Thesis Open University of Tanzania.
- Manzoor, A. S. (2017). Violation of human rights in schools and its impacts on school going children at secondary level. *International Journal of Advanced Education and Research*.
- Mills, M., Howell, A. & Kubler, M. (2018). *Making Every Day Count: Effective Strategies to Improve Students attendance in Queensland state schools*. The University of Queensland Australia.
- Mussa, M & Martha, A, (2020). School Management Mechanisms and Control of Discipline among Students. An Analysis of Discipline in Secondary Level Uganda. *Anatolian Journal of Education*. Vol.5, No. 1pp 1-16.
- Ngalya, E, J. (2017). *Management of students' indiscipline in Public secondary schools Temeke Municipality Tanzania*. The Open University of Tanzania.
- Sidin . A, (2020). *The application of rewards and punishment in teaching adolescent in Indonesia*. Advances in Social Science, Education and Humanities Research. Volume 539. Atlantis Press Publication.
- Silva, A, Negreiros, F & Albano R.M (2017). Indiscipline at public school: Teachers' conceptions on causes and intervention. *International Journal of Research in Education and Science*, 3 No.1 pg. 1-10.
- Suryono, A, Sudaryatie, Kussujaniatun, S and Hartati, A (2019). The Determinant of Student Attendance Discipline in Lectures with Psychological Approach to Formulation of Discipline Character Through punishment and Motivation: Survey on Management department Students of the Faculty of economics and Business UPN "Veteran" Yogyakarta. *International Journal of Conference, Economy, Entrepreneurship and Management*. Page 221-227
- United Republic of Tanzania (2007). The law school of Tanzania act. Dodoma.
- Vendas. ,A., (2020). *Classroom behavior Management Strategies to Support Children with special Educational Needs in Portugal*.

Yussif, (2021), Classroom Management Expert. *International Journal of Advanced Education and Research*. Vol.3 No.15.