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## **Expediency of School Board's Warnings and Reprimands Strategies for Managing Students' Discipline in Public Secondary Schools in Longido District, Tanzania**

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**ABSTRACT:** *This study assessed the expediency of school board warnings and reprimands strategies for managing students' discipline in public secondary schools in Longido district. The study employed social control theory whereas convergent design under mixed research methods guided data collection and analysis. Probability and non-probability sampling techniques were used to obtain the study sample of sixty-five (65) respondents that consisted of 5 school boards chairpersons, 20 school board members, 5 heads of schools, 5 discipline teachers and 30 teachers. Interview guides and questionnaires was validated using research's experts from department of education planning and administration before data collection. The reliability of questionnaires instruments ensured through Cronbach-alpha and interview guide by triangulation methods. Percentages, means and standard deviation were generated from the analysed descriptive data. Qualitative data were analyzed thematically and presented in words inform of verbatim quotations. The study revealed that warnings and reprimands is used by the school boards and school management in managing students' discipline guided by sets of laws, regulations and standards aiming to avoid the occurrence of indiscipline and improve academic performance. Moreover, the study also found out that parental involvement and guidance and counselling strategies were used by school boards and school management managing students discipline matters before administering of warnings and reprimands. The study concluded that warnings and reprimands strategies were used by school boards in managing students' discipline in public secondary schools in Longido district. The study recommends that the Ministry of Education Science and Technology should create awareness among public secondary schools' stakeholder including teachers and parents on the procedures used by school boards in administering warnings and reprimands.*

**KEYWORDS:** school board, warnings and reprimands strategy, students' discipline

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### **INTRODUCTION**

Discipline has a significant effect on learning motivation and brings about better academic attainments among students (Haditama, et al. 2018). According to Prasetyo and Riyanto (2019) students' discipline is of much importance in determining their success in learning process. This

is because that, if discipline is maintained, students and teachers can use the time available for learning effectively. Moreover, Muspawi (2020) maintains that discipline is a vital component for effective interaction in learning institutions and enhancing better interaction among students themselves and the teachers. Additionally, discipline increases students' skills, power and physical functions and makes a student to obey the rules and respect others as well as the authority (Ilyasin, 2019). Consequently, discipline among students is to be maintained for effective learning to take place in the school premises.

Due to the importance of discipline on students' academic success, deliberate efforts should be taken by schools and the school management to ensure that discipline is maintained in schools through setting appropriate rules, policies and counselling students as well as educating students on the importance of maintaining discipline (Sadik, 2018) and Gelles et al., 2020). Besides, the other strategies includes creating positive relationship with students and correcting students' misbehaviour in a calm, consistent and fluent manner (Sprick et al., 2021). Both intrinsic and extrinsic discipline management strategies are important for ensuring students' discipline is well managed in the school (Ahmad et al., 2021). In the Tanzanian context, similar strategies are applied in schools to ensure that discipline and order are maintained in the schools. The highest organ for making decision on matters related to students' discipline in the school level is the school board.

Education Act number 25 of 1978 in Tanzania, recognizes the school board as the highest organ for decision making about school related matters including students' discipline (URT, 1995). The school board consists of a group of not more than 15 members from the following categories: one representative of a voluntary organization that has a role in the establishment of the school, the head of the school who plays the role of secretary to the school board, one teacher representing staff, four members nominated by the Minister of Education, Science and Technology, five members nominated by the Regional Commissioner upon recommendations made by Regional Educational Officers, two members appointed by the Regional Commissioners upon recommendations by the head of schools, two members co-opted by constituting board in its first sitting.

The Government School Board Order of 2002 points out that School Board shall have powers to review and direct the heads of schools in respect to the management, development, planning, discipline and finance, matters related to implementation of education policy and to ensure proper management of schools (URT, 1995). Management of students' discipline is one of the roles of school boards in many countries. For example, in Canada when serious indiscipline cases were experienced from a student, the head of school has to recommend expulsion of such a student to the school board (Valdebenito et al., 2018). In Indonesia also, the school boards have been given autonomy to design, implement and manage education programs in accordance with local culture and norms (Susilo et al., 2018). These studies collectively show that the school boards have been entrusted with discipline management and they are the highest organ for decision making regarding to what measures should be taken in dealing with disciplinary cases in schools.

In the case of Tanzania, several measures have also been taken to alleviate the problems of misconduct among the students through the decentralization of management of the schools, for

example, the Education and Training Policy (URT, 1995), the Ministry responsible for education and training devoted their responsibilities of management and administration of education to lower organs and the community. Head teachers have to ensure that the school decision board is capable of helping the school to achieve its major goals by doing the following: involving the school board in substantial matters and in peripheral issues of the school, educate school boards about their responsibility as decision making and not rubber stamps to decisions made by head teachers, acting as a springboard for good relationship with parents and good teaching and learning environment in the school.

Moreover, lack of discipline among students is a serious problem especially in public schools and it is associated with underperformance of students (Massiru, 2019 and Mazana et al., 2020). This situation raises a concern on whether the strategies adopted by school boards to manage students' discipline are practicable. Thus, there is a need for a study to be conducted to assess expediency of school board's warnings and reprimands strategies on managing students' discipline. Warnings and reprimands are employed as preliminary measures before further actions would be taken against persistent misconduct (Omollo et al., 2022b). Warnings, in this case refers to the verbal warnings which is widely used to regulate the behaviour of students. In order for school boards to maintain warnings and reprimands in the school they should be frequently employed to address various forms of students' misconduct at the school level before further actions are to be undertaken (Betweli, 2020).

Despite school boards being given such mandate of using warnings and reprimands in managing students discipline in their respective schools, indiscipline cases among students are still common worldwide. For instance, a study conducted in Indonesia by Mwaniki (2018) revealed an existence of indiscipline cases among secondary school students in the country. Another study by Jinot (2018) reported lack of discipline among students to be a major problem in secondary schools in Mauritius. Such cases were even more reported in public schools compared to the private owned schools. This shows that management of students' discipline in public secondary schools has not been well achieved. Research has been conducted on the factors that influence students' discipline but little information is available on expediency of school board's warnings and reprimands strategies on managing students' discipline. Therefore, the current study was conducted on expediency of school board's warnings and reprimands strategies on managing students' discipline in public secondary schools in Longido district, Tanzania.

### **Statement of the problem**

Students' indiscipline cases are increasing in public secondary schools which raise teachers' complaints on the strategies used by school board to manage students' discipline. Despite the existence of school boards strategies of managing students' indiscipline cases among secondary school is still prevailing (Jinot, 2018; Lwa et al., 2019; Massiru, 2019). Teachers, parents, community and students are complaining on the strategies used by school boards to manage students' discipline that are not practical, which may lead to students' indiscipline cases to rise in schools daily. To maintain students' discipline in schools, different strategies are adopted including guidance and counselling, educating students on the importance of maintaining discipline and

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establishing school rules and regulations (Ilyasin, 2019; Sprick et al., 2021; Omollo et al., 2022a and Ahmad et al., 2021). However little attention has been paid on expediency warnings and reprimands in managing students' indiscipline cases in public secondary schools. Therefore, the current study was conducted to assess expediency of school board's warnings and reprimands strategies on managing students' discipline in public secondary schools in Longido district, Tanzania.

### **Research Question**

To what extent does the use of warnings and reprimands by the school board contribute to the management of students' discipline in public secondary schools in Longido District?

### **Theoretical Framework**

The Social Control Theory was developed by Travis Hirschi in 1969. The theory contends that, from birth, people are basically evil minded and therefore they must be controlled by laws, rules and regulations. Therefore, the society needs to establish norms and principles which necessitate individuals to behave responsibly and avoid being engaged in bad actions. According to Hirsch, there should be a good social relationship for a person not to be engaged in criminal actions (Schneider & Hirsch, 2020). If the society does not take appropriate measures to handle individuals through the use of warning and reprimands, there is a great possibility for such individuals to be engaged in criminal actions as long as bad intentions are innate in each person. According to the theory, if a person thinks to be valued highly by the society the possibility for him or her to be engaged in criminal actions is minimized (Nalaka & Diunugala, 2020).

Relating to students' discipline, the school management needs to ensure proper measures are taken so as to prevent students from misbehaving by using warnings and reprimands. The school board being the highest organ for making decision about students' discipline, it should develop and implement various strategies such as warning and reprimands for students to behave properly. If the school board will not be keen in using warnings and reprimands on dealing with students' discipline, there may be an increase in the number of indiscipline offence committed by students in public secondary schools.

### **LITERATURE REVIEW**

In South Africa, Gcelu et al. (2020) conducted a study to explore management of indiscipline among secondary school students in Ilembe District, Kwazulu-Natal. The study adopted qualitative research approach whereby data were collected from 12 respondents through semi-structured interview schedule. Purposeful sampling technique was used to select the sample of the study. The study found out that educators should apply the school code of conduct as a whole school approach to managing discipline to create meaningful relationships with parents as stakeholders and communicate expected behaviors with learners. The study also revealed out that verbal warnings was rarely by school governing board to manage students' misconduct. Furthermore, the study recommended that in implementing strategies to manage discipline, learners, educators, school managers and the school governing boards of all schools should take a collaborative approach to

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the management of discipline in secondary schools. The reviewed study was limited to only in qualitative approach which the design provides information by gathering numerical data and generalizing across the group of people to explain a particular phenomenon of which the design used did not provide sufficient information that will help to understand the research problem. Therefore, the current study employed convergent research design under mixed research approach, where by the researcher used both qualitative and quantitative data concurrently to obtain information relating to warnings and reprimands that assisted to understand the problem in details. In Nigeria, Kwamta et al. (2021) conducted a study to examine indiscipline among senior secondary school students in Maiduguri Metropolitan Council of Borno State. The study employed qualitative research approach and case study research design to collect data 114 participants using focused group discussion and interview. The study revealed out that indiscipline exists in secondary schools due to some factors included home background and peer group influence. The study also revealed out that students proposed to be given verbal warnings and to be involved in making school rules and regulations. The study indicated that students with misconduct were not given verbal warnings and were not involved in making school rules and regulation. However, the study did not provide information on how warnings and reprimands contribute to enhancing students' discipline in the schools. Therefore, the current study sought to examine expediency of school board's warnings and reprimands in managing students' indiscipline cases in public secondary schools.

Caldarella et al. (2021) conducted a study on effects of teacher reprimands on student disruptive behavior and engagement. This study examined short-term longitudinal data on teacher reprimands of 149 teachers in 19 different elementary schools as well as disruptive behavior and classroom engagement of 311 students considered at risk for emotional and behavioral disorders. A cross-lag analysis showed that teacher reprimands did not decrease students' future disruptive behavior or increase their engagement or vice versa. While teacher reprimands may suppress misbehavior momentarily, they do not appear to be effective in decreasing students' disruptive behavior or increasing their engagement over time. Many teachers resort to using reprimands in attempts to stop disruptive student behavior, particularly by students with emotional or behavioral problems, though this may not be effective. The previous study showed that teachers used reprimands to deal with students' indiscipline, also pointed out that is not effective to deal with students with emotional or behavioral problems. The study sticks only on the effects of teachers reprimands but did not show how warnings contribute to enhancing students' discipline to which the current study assessed use of warnings and reprimands by school boards in managing students' indiscipline cases in public secondary schools.

Betweli (2020) conducted a study on the curbing teacher misconduct in public primary schools in Sumbawanga Municipal and Rural districts, Tanzania: head teachers' strategies and challenges. This paper aimed to explore the public primary school head teachers' strategies, in curbing teacher misconduct in schools. A qualitative case study design was adopted to collect and analyze data obtained from 10 participant head teachers, who were purposively selected among rural and urban public primary schools. The study revealed that both rural and urban school head teachers put in place several different strategies, to curb teacher misconduct in their respective schools. The

commonly employed strategies included: warnings and reprimands; inspecting teachers' work; teachers' attendance registers; school discipline committees; guidance and counseling; reporting the cases to higher authorities. The previous study pointed out that head teachers used warnings and reprimands as the strategy to deal with teacher's misconducts.

Anunsiata et al. (2020) conducted a study on the effectiveness of secondary school boards in managing students' discipline among public secondary schools in Ulanga District, Morogoro Tanzania. The purpose of this study was to investigate the effectiveness of secondary school boards in managing students' discipline among public secondary schools in Ulanga District, Tanzania. The study employed mixed research approach and convergent parallel research design. The researcher used stratified sampling and simple random sampling methods to select 75 out of 298 teachers and 76 out of 324 student leaders. Purposive sampling was used to select one (1) District Education Officer, one (1) Standard Quality Assurer, one (1) Ward Education Officer, four (4) Heads of Schools and four (4) Chairpersons of School Boards. Data was collected using questionnaires, interview guides and documents. The study found out that school boards should take appropriate disciplinary actions such as suspending discontinuing and giving warnings to the students with disciplinary issues. The previous study discussed that school board can use warnings to manage students' discipline but failed to explain on how reprimands can be used to manage students' discipline. The current study explains how both warnings and reprimands can be used to manage students' discipline in schools.

Semio and Tango (2022) conducted a study to investigate strategies used by heads of secondary schools in managing students' discipline for academic achievement in Ilemela District, Mwanza-Tanzania. The study employed mixed research approach and convergent parallel research design whereby data were collected from 113 respondents using questionnaires and interview guide. The study found out that students who engage in indiscipline cases were verbal warned, suspended and sometimes removed from school so as to make the situation better at school. The study recommended that the teacher should have good relationship with both parents and students, parents should play their parenting roles effectively. However, the study did not explain the use of school board's warnings and reprimands strategies to manage students' indiscipline cases in the school. Therefore, the current study sought to fill the gap by examined the use school boards warnings and reprimands in managing students' misconducts.

## **RESEARCH METHODOLOGY**

This study employed a convergent research design involves the collection of qualitative and quantitative data simultaneously in a single phase for the determination of understanding the research problem in detail (Creswell & Plano-Clark, 2018). Longido district Council has a total of 9 public secondary schools (BEST, 2021). Probability and non-probability sampling techniques were used to obtain the study sample which consisted of 5 school board chair persons, 20 school board members, 5 heads of schools, 5 discipline teachers and 30 teachers making a total 65 respondents. Qualitative data were obtained through interview guides and analyzed thematically whereas, quantitative data were collected by using questionnaires and analyzed descriptively

inform of percentages, means and standard deviation presented in tables. Cronbach Alpha technique was used to establish reliability of the questionnaire at a coefficient of 0.820. The trustworthiness of the qualitative data was ensured by the triangulation of instruments.

## FINDINGS AND DISCUSSIONS

The study assessed the expediency of school board's warnings and reprimands strategies on managing students' discipline in public secondary schools in Longido district. The information sought by the study from respondents was on usefulness of school board's warnings and reprimands strategies and the way they are being used in managing students' discipline. The research instruments used were questionnaires for teachers and board members while interview guides were used to gather information from Heads of Schools (HoSs), Discipline Teachers (DTs) and School Board's Chairpersons (SBCs). Public secondary school teachers were found to be key informants in this study as they are directly involved in discipline issues of the students. The researcher inquired the opinions views and attitude of teachers in order to find out the usefulness of school board's warnings and reprimands strategies and the way they are being used in managing students' discipline. Table 1 presents teachers' responses from public secondary schools in Longido district.

**Table 1. Teachers' Responses on the use of warnings and reprimands by the school boards contribute to the management of students' discipline in PSS**

S/N	Statements	SD %	D %	U %	A %	SA %	M
1.	Warnings and reprimands are used by school boards to ensure management of students' discipline	6.7	13.3	20.0	33.3	26.7	3.60
2.	Warnings and reprimands given by school boards and teachers improve students discipline	6.7	26.7	26.7	16.7	23.3	3.23
3.	This types of warnings and reprimands bring positive effects of students' behavior in your school	6.7	26.7	30.0	23.3	13.3	3.10
4.	In my school there are procedures to be followed when school boards administered warnings and reprimands to students to ensure management of students' discipline.	23.3	16.7	13.3	23.3	23.3	3.07
5.	Verbal warnings help to improve students' discipline in the school	20.0	20.0	26.7	20.0	13.3	2.87
6.	All teachers are allowed to provide warnings and reprimands to students in the school	23.3	10.0	13.3	20.0	33.3	3.30
7.	There is a strategy used by school boards on administering warnings and reprimands to the students in the school	10.0	20.0	13.3	33.3	23.3	3.40
8.	During administering warnings and reprimands to students, parents are involved by the school boards to ensure effectiveness	23.3	26.7	13.3	13.3	23.3	2.87
9.	All disciplinary cases that involve warnings and reprimands to students are recorded	13.3	13.3	40.0	16.7	16.7	3.10
10.	There is a law that allow teachers to administer warnings and reprimands to student as strategy used to manage students discipline	6.7	26.7	23.3	16.7	26.7	3.30

**Source (Field Data, 2022) Key:** Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Data in Table 1 indicate that majority (60%) of the teachers agree and strongly agree while extreme minority of the teachers disagree and strongly disagree with the statement that warnings and reprimands used by school boards in ensuring management of students' discipline whereas minority (36.6%) of the teachers agree and strongly agree while minority (33.4%) of the teachers disagree and strongly disagree with the statement that warnings and reprimands bring positive effects of students' behavior in their schools. This implies that majority of the teachers are in acceptance on the use of warnings and reprimands by the school boards in managing students' discipline in their respective schools. Also, the data may imply that minority of the teachers had positive opinion on the usability of warnings and reprimands by school boards in improving the students' behaviours in their corresponding schools. These findings infer that most of public secondary schools, the school boards use warnings and reprimands as the strategies in managing students' discipline while some of the respondents are not sure on the usability of warnings and reprimands in dealing with cases of students' indiscipline in their schools. The findings from teachers were supported by one of the heads of schools during the face-face interview who stated that:

School board is the last committee in the school that is mandated to expel the student from the school due to chronic indiscipline. However, in some cases of indiscipline which are less matters with expulsion, they are obliged to provide warnings and reprimands to the students aiming to stop students from involving into misbehaviours (*Head of School C, Personal Communication, September 8, 2022*).

The information from head of school was supported by discipline teacher who claimed that: School boards are involved in the students' indiscipline matters and they issue warnings and reprimands to the students who are engaging with misbehaviours. Warnings and reprimands are given to students at the early stages of involved with misconducts before other measures are taken including suspension and expulsion from school (*Discipline Teacher DTA, Personal Communication, September 8, 2022*).

The information provided by the head of school and the discipline teacher illustrate that warnings and reprimands are used by the school boards in managing students' indiscipline cases in the schools. This implies that students in public secondary school are given warnings and reprimands by the schools boards when they commit misconduct aiming to improve the school discipline and avoid misbehaviours. These findings reflect what was proposed by the studies of Habibi et al. (2018); Sadik (2018) and Anderson et al. (2019) that verbal and written warnings and reprimands were given by school management and teachers to the students who were found shouting in the school compound and also subordinating other students. This implies that warnings and reprimands are used by teachers and school management in managing students' in disciplinary cases at schools aiming to avoid the occurrence of misbehaviours and improve academic performance of the students.

Data in Table 1 indicated that the slightly majority (56.6%) of teachers agree and strongly agree that in their schools there is a strategy used by school boards on administering warnings and



reprimands to the students in the school while only the minority (30%) disagree and strongly disagree on the statement at a mean of 3.40. The data shows that, teachers in public secondary schools are aware about adoption of various strategies that are implemented by school boards in administration of warnings and reprimands to curb students' indiscipline issues. Teachers opinions were not far from what was shared by one of the heads of schools who said that: *We had several strategies that are suggested and putting into action by school boards for the purposes of maintaining students' discipline (HoSA, Personal Communication, September 12, 2022).*

The information from HoS and teachers infer that, school boards in public secondary schools invent various strategies and use them for students discipline as it pleases both parents, students and the school management. Similar findings were reported by Omollo et al. (2022b) and Betweli (2020) that, heads of schools use different strategies including warnings and reprimands in making sure that there is no occurrence of misbehaviours in their respective schools. This show that, warnings and reprimands are among a strategies preferred by the school management when dealing with forms of misconducts in public secondary schools.

In connection to availability of various strategies that are used by school boards for students discipline, only the minority (36.6%) of teachers agree and strongly agree on the statement that during administering warnings and reprimands to students, parents are involved by the school boards to ensure effectiveness in handling students discipline whereas, the slightly majority (50.0%) disagree and strongly disagree. On the other hand minority (43.4%) of the teachers agree and strongly agree that all disciplinary cases that involve warnings and reprimands to students are recorded, the other minority (33.4%) disagree and strongly disagree while about a quarter (23.3%) were left undecided on the statement. On top of that the minority (33.4%) of the teachers agree and strongly agree on the statement that in their schools there are laws that allow teachers to administer warnings and reprimands to student as strategy used to manage students' discipline while about quarter of them (26.6%) disagree and strongly disagree although the other minority (40.0%) were undecided on the statement.

These data display that parental involvement strategy as implemented by school boards in managing students discipline issues is still questionable by teachers in public secondary schools. This imply that, secondary school teachers are not seeing parental involvement as the school boards administer warnings and reprimands to students for the sake of ensuring effectiveness in handling students discipline. Also, there are mixed opinions among teachers on whether warnings and reprimands administered by school boards are well recorded in public secondary schools. The findings may also imply that, secondary school teachers lack awareness on presence of laws at secondary school level that are used to guide school boards in administering warnings and reprimands effectively. These findings may also suppose that there are sets of rules and laws in public secondary schools that guide administration of warning and reprimands, only that some teachers are not aware of their existence.

These findings reflect what was explained by the studies of Sadik (2018) and Williams et al. (2020) that in schools there are formalized councils that are formed based on the school laws to guide the

provision of warnings and reprimands of teachers to students. Also, the school administration apply warnings and reprimands in relation to the existence of school rules and standards to the students with indiscipline cases. This imply that management in public secondary schools are guided by the set rules, regulations and standards in administering warnings and reprimands to the students who are engaging in indiscipline matters. The findings regarding mixed opinions of teachers on parental involvements could be influenced by the extent of their own involvement in students' discipline matters. A well perceived relationship of schools and parents may have a positive influence to both teachers, parents, students and school management. This is exactly what was communicated by one of the School Boards Chairpersons (SBCP) during face to face interview that:

Involvement of parents in their own children indiscipline matters is very crucial in mentoring of students at secondary school level. This is what is meant when we call them public schools, meaning that everybody is involved in students learning and must also get concerned with students' behaviour and discipline. These schools are also referred to as community schools because the government, teachers, school authorities and parents have to cooperate in making the schools and maintaining school orders for the reason of establishing fertile learning environment (*SBCP 3, Personal Communication, September 9, 2022*).

The information from School Board's Chairperson indicate that parental involvement is of high concern in boards meeting and regarded as a good means towards achieving students discipline and maintaining a better environment for students learning. The findings infers that a well-established rapport between parents and the schools is a mediation that encourages conducive learning environment. These findings are in line with what was suggested by studies of Shakeel and DeAngelis (2018) and Duman et al. (2018) that positive parental perception towards their involvement in school matters provides safety and lower indiscipline cases in public schools. This infers that when parents are involved in public secondary schools matters, they tend to value school academic programmes, school safety and students moral behaviours.

However, the researcher gathered data through questionnaire from School Board Members (SBMs) in order to triangulate information for the purposes of generating deep understanding on the expediency of school board's warnings and reprimands strategies in managing students' discipline in public secondary schools. Table 2 presents SBMs responses from public secondary schools in Longido district.

**Table 2. School Board Members' Responses on the use of warnings and reprimands by the school boards contribute to the management of students' discipline in PSS**

S/N Statements	1 %	2 %	3 %	4 %	5 %	M
1. In my school there are different types of warning and reprimand-administer by the school board to ensure student discipline in the school	-		25.0	60.0	15.0	3.90
2. Warning and reprimand given by school board improves-students discipline		5.0	40.0	30.0	25.0	3.75
3. These types of warning and reprimand bring positive changes of-students' behavior in your school		5.0	60.0	20.0	15.0	3.45
4. The procedure used to administer warming and reprimand to-students in the school are effective		15.0	20.0	40.0	25.0	3.75
5. Verbal warning helps to change students' discipline in the school	5.0	10.0	40.0	25.0	20.0	3.45
6. In my school there is effect that can be caused by warming and-reprimand provided by the school board in the school		20.0	50.0	20.0	10.0	3.20
7. In my school there is law guided school board to provide warning and reprimand to the students in the school	5.0	5.0	15.0	10.0	65.0	4.25
8. During administering of warning and reprimand to students' school board, involve parents to ensure discipline is maintained in the school	25.0	20.0	10.0	20.0	25.0	3.00
9. All information is provided by the school board concerning with warning and reprimand to students are kept in a school record	5.0	10.0	35.0	25.0	25.0	3.55
10. In my school there are different types of warning and reprimand-administer by the school board to ensure student discipline in the school		5.0	35.0	35.0	25.0	3.80

**Source (Field Data, 2022)**

**Key:** To Very Great Extent =5, To Great Extent =4, To Moderate Extent=3, To Small Extent=2, Not at All =1

Results in Table 2 display that the greater majority (75%) of the SBMs rated that the laws guide school board to provide warnings and reprimands to the students in their schools to great and very great extent with the highest mean of 4.25. The same results also show that majority (65%) of the same respondents regarded the procedure used to administer warnings and reprimands to students in the school are effective to great extent and very greater extent. The information infers that there are sets of laws and procedures followed by the school boards in administration of warnings and reprimands in processes of settling students' indiscipline matters. These findings are concur with those of secondary school teachers in Table 1 who indicated that there are sets of laws and procedures followed in maintaining discipline to students in public secondary schools. The findings are in line with what was reported by Rainbolt et al. (2019) and Banda (2022) that before implementing the laws of issuing warnings and reprimands to students with misbehaviours, the process is preceded by guidance and counselling from teachers and school management. The

findings indicate that guidance and counselling is a primary stage in tackling indiscipline matters in schools. These findings imply the school board members and teachers work together in scaffolding students' behavior and probably have the same understanding on the existence of proper procedures and guided by sets of laws in governing students' indiscipline cases in their schools.

Additionally, results in Table 2 display that, majority (65%) of the school board members declare to a great and very great extent different types of warnings and reprimands are administered by the school board to ensure student discipline in their schools. The same results also show that majority (60%) of the same respondents admit to a moderate extent types of warnings and reprimands bringing positive changes of students' behavior in the school, while only minority (35%) indicated the positive changes of students behavior are to great and very great extent. This information entails that different types of warnings and reprimands administered by school boards bring about positive changes to students behavior in secondary schools. This finding was supported by one of the head of schools during face-to-face interview that:

The use of warnings and verbal reprimands have brought us good results and we managed to settle big students' mischiefs and other indiscipline cases. Changing students' behavior without first channelling the case through warning and reprimand is not correct, the order is clear and should be followed as we practice it, it eventually has good results except on special incidents (*HoSB, Personal Communication, September 13, 2022*).

Another head of school when interviewed shared that: *The process of correcting students' behavior and controlling students discipline in schools, and warnings and reprimands are inseparable (HoSC, Personal Communication, September 8, 2022)*. The information gathered through interviews indicate that warnings and reprimands are highly reliable in matters of correcting students' behavior and managing student discipline matters in schools. These findings concur to those of Santiago-Rosario et al. (2022) that warnings and reprimands are used in schools as an alert to the students with indiscipline before other serious measures are undertaken. This means that teachers, heads of schools and school boards send signals to students that sound as alert to sensitize them of indiscipline actions before they happen or just after the incidences occur. The finding infers that warnings and reprimands by the school board is useful in altering student behavior and thus managing students discipline and indiscipline matters in public secondary schools.

## **SUMMARY OF THE FINDINGS**

The study found out that majority of teachers are in acceptance on the use of warnings and reprimands by the school boards and school management in managing students' discipline aiming to avoid the occurrence of misbehaviours and improve academic performance of their students. The study also revealed that, parental involvement strategy by school boards in managing students discipline matters is questionable by teachers due to insufficient awareness on presence of sets of laws, regulations and standards guiding school boards in administering warnings and reprimands

in their respective schools. Moreover, the study indicated that school board members and teachers work together in giving guidance and counselling as initial stage in tackling indiscipline matters and scaffolding students' behavior and probably have the same understanding on the existence of proper procedures in their corresponding public secondary schools in Longido district.

## CONCLUSIONS

Based on the findings, the study concludes that, warnings and reprimands is used by the school boards and school management in managing students' discipline guided by sets of laws, regulations and standards aiming to avoid the occurrence of indiscipline and improve academic performance. The study also concluded that, parental involvement and guidance and counselling strategies were used by school boards and school management in handling students discipline matters before administering of warnings and reprimands in their respective public secondary schools in Longido district.

## Recommendations

Based on the conclusions, the study recommends that; the Ministry of Education Science and Technology should create awareness among public secondary schools stakeholder including teachers and parents on the procedures used by school boards in administering warnings and reprimands. Also, heads of schools should insist on the use of guidance and counselling as initial stages of warnings and reprimands in managing students' indiscipline cases in order to avoid students' misbehaviours that may result to deterioration of their discipline and academic performance.

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