



Challenges Facing Teachers in Enhancing Discipline among Secondary School Students in Arusha City, Tanzania

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Abstract: *In the recent past, students have participated in the destruction of school properties such as burning of dormitories, to a level that is completely unprecedented. This has necessitated the need for a study on the challenges facing teachers in enhancing discipline among secondary school students in Arusha City. Two objectives guided the study; to identify the challenges facing teachers in enhancing discipline of students in secondary schools and to determine the remedial measures to the challenges facing teachers in enhancing discipline of students in secondary schools. The study employed convergent parallel design and mixed methods approach. The sample size of 96 teachers and 8 head of schools were used. Data were collected by using questionnaire and interview guide. The study used test re-test in pilot study on respondents and the result was 0.9, Cronbach coefficient Alpha (α). The qualitative instruments were tested and the credibility and dependability established through trustworthiness. The quantitative data were analyzed using statistical analysis through SPSS package version 20 and qualitative data were coded into themes for narration. The study shows that teachers face challenges in enhancing discipline among secondary school students. The study recommended that the government should introduce discipline as a subject in schools to enable students know the way they should behave; emphasis to be placed on the need to delink education from politics; the government should formulate strong regulation to be used for all schools in the country; and finally the government should promote/reward the schools which are leading in good students' discipline.*

Keywords: Teachers, Discipline, Secondary School, Students, Arusha City

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1. Introduction

According to John (2013), discipline is a method of modeling character and of teaching self control and acceptable behavior. The task of managing learner's discipline in Tanzania and elsewhere in the world is one of teachers' primary responsibilities during the school day. Each teacher's goal is to instill discipline in all activities that students do during school hours to make

sure that school operations are conducted uninterrupted and that all students have adequate opportunities to education (Barbette et al., 2015).

Many schools face the challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying, sexual harassment, rule violation and destruction of school property (Osheret al., 2012). Their disruptive behavior could hamper the atmosphere for teaching and learning in schools. This could lead to loss of

time for classroom learning, threaten school safety and ruin students' chances of becoming successful in their academic pursuit and life in general. A study by Nene (2013) identified teacher burnout as one of the effects of disruptive behavior of students. For a school to be very productive and effective, the discipline of both the learners and educators is important. Once discipline is compromised, it negatively affects all activities that go on in the school and in turn the outcome is hampered. Supporting this, Blomberge (2012), expressed that school that is safe, supportive and gives an opportunity for children to learn and grow is a top concern for everyone in the field of education.

Good school discipline is one of the most important characteristics of an effective school and a vital aspect of school and classroom management (Oosthuizen, 2013). Furthermore, discipline is important for maintaining harmony in a school, and for securing a climate in which learners can learn free from disruption and chaos. Effective discipline creates a climate conducive to high academic and non-academic achievements. It is commonly accepted that learners perform better when they know what is expected of them (Thompson, 2013).

In a similar vein, Aziza (2011), reports a sharp rise of cases of learners suspended and expelled from the Western Cape schools. Reasons that lead to suspensions and expulsions include physical and verbal confrontations, theft, substance abuse and watching pornography. Such cases of learner indiscipline impact negatively on teaching and learning in the schools (Zulu, 2014). Cases of learners injured and killed within the confines of the school are on the increase in South African schools. Press reports continue to alert the public on the rise of indiscipline cases in schools (Thompson, 2012). It is for this reason that a study on learner discipline problems is of great importance.

Report by Bear (2014) indicate that parents, teachers, school managers and other stakeholders in Tanzanian society believe that learner's discipline is an important ingredient in academic success and see punishment as part of the disciplinary strategies employed by schools. Elsewhere, stakeholders claim that this reasoning is based on common sense (Darlow, 2017). Stakeholders have argued that discipline provides an environment conducive to teaching and learning; and both teaching and learning are enhanced enormously if the behavior of learners in schools does not in any way disrupt the normal teaching and learning process. Stakeholders also believe that creating a positive learning environment by developing an incentive-based system that rewards good conduct and encourages self-discipline will go a long way towards lessening the need for disciplinary measures (Stanley, 2014). However, when a learner misbehaves or is guilty of misconduct, punitive disciplinary steps should be taken (Bear, 2014).

Discipline problems are not only experienced in schools but also in homes and tertiary institutions including universities. A son bashed head and slit the throat of his parent known to be a strict disciplinarian in one of the brutal crimes in Bronx, New York (Mwende, 2015). Many will agree that adequate parental supervision and control has weakened and many students have diminished respect for all forms of authority, including the authority of school personnel. In today's race for career mobility and to earn more money by many parents, parental supervision is becoming obsolete leaving children at the mercy of teachers who, too, do not have enough time to spare for children (Muraguri, 2016).

Today, most children go to school from early age and therefore spend most of their time away from their parents. Thus, the issue of discipline is mostly left to teachers. Schools therefore have to ensure that those who go through it come out as disciplined members of society (MoEST, 2014). Strict adherence to acceptable behavior as provided for by written or unwritten, formal or informal code of conduct, regulation and ethics of a given organization amount to discipline while on the converse, indiscipline is a consequence of breach of code of conduct, regulation and ethics of an organization. Tanzania Basic Education Act (2013), has vested the management of student's disciplinary issues on the basic institutions Boards of Management. This provision is an affirming statement of the importance attached to discipline of students for their realization of academic, social and future success. Discipline is the epicenter of success of a school and all members of a school are expected to adhere to various standards or codes of behavior Ombiro (2012)

According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Mutua (2014) conducted a research study on students' unrests and indiscipline reported that discipline is considered vital for student's academic and social success. A good academic qualification without a good foundation of discipline of the individual is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens and discipline determines the success of this investment.

Teachers in Tanzania and all other parts of the world are not interested in the hostility being directed at them by students and parents (John, 2013). Reports indicate that the hostility perpetrated by students on school grounds has resulted in students being expelled, suspended, forced to do hard labor at school, or chased out of classes, all of which seem to affect students' academic performance (Stanley, 2014). Further, the use of punishment in schools is assumed to instill discipline and is intended for students who violate the agreed rules and regulations in schools. Punitive disciplinary measures are administered to bring

about a desirable change in behavior, and therefore are presumed to improve school discipline (Khuluse, 2019).

The students disciplines is critical to the attainment of positive school outcomes and lack of it makes a mockery of the stated important goals for secondary school students in both academic and co-curriculum activities (John, 2013). School institutions remain preparatory grounds to empower and certify the requirement for human development. The teachers are faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fatunwa et al., 2015). In a related study by Sulaiman (2014), if we are to improve discipline in schools, we must first agree that a problem exists and educational environment depends on good discipline.

The study was guided by the following research questions;

- i. What are the challenges facing teachers in enhancing discipline of students in secondary schools in Arusha city?
- ii. What are the remedial measures to the challenges facing teachers in enhancing discipline of students in secondary schools in Arusha city?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on Social Action Theory.

2.1 Social Action Theory

The study was based on Social Action Theory by Bowey as cited in Campbell (2013), which indicates that if a worker is not satisfied with the work situation, it will affect the services the worker renders to the institution. The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity will bring them. People would be more apt to listen and co-operate with those who promised some kind of immediate reward than those who promised some better times in the future, argues the Theory. Hence concluding that provision of adequate social welfare services may increase the workers' satisfaction and thus retaining their services. Teachers expect good working condition, increased salary, promotion, allowances, incentives and respect in order to improve their motivation and job satisfaction basically for improved work performance (Khuluse, 2019). It is the work of the employer and other stakeholders in education to help teachers realize this dream. Social Action Theory concurs that if teachers are satisfied with the work situation, they will remain in the teaching profession and render quality services.

2.2 The Challenges Teachers Face in Enhancing Discipline Among Secondary School Students

Nene (2013), highlighted challenges educators face in the management of learner discipline. This qualitative study was set in the interpretive paradigm. The research tools comprised of semi-structured interview guide and documents review. The theoretical frameworks that informed this study was behavioural Modification Model by Skinner (2006), the choice theory by Glasser (2010), and assertive discipline model by Canter (2007), international and local literature that foregrounds and supports the study were reviewed. Analysis of different contexts was made to enlighten the challenges of managing learner's discipline problems in schools. The findings of this study revealed that teachers from different schools, primary and secondary, felt that learners were becoming more unruly and less respectful than they used to be in the past. They further stated that the lack of discipline among learners makes it impossible to teach effectively. Educators identified some of the challenges they face such as bullying and intimidation, sexual harassment, drugs and alcohol abuse and carrying of dangerous weapons to schools.

Furthermore, the findings revealed that lack of parent involvement in school, home and family background, abuse of various types, balance between learner rights and responsibilities, peer pressure, the role of media and politics were the biggest cause of disciplinary problems. Educators suggested that alternatives measures to corporal punishment were not very effective in curbing learner's indiscipline in schools. They found it difficult to choose and implement the correct alternatives to corporal punishment.

Some of the recommendations based on the findings are that, at the beginning of the school year, the principal and educators should orientate learners about the code of conduct and school rules. The consequences of breaking school rules should be clearly indicated to learners during assembly. Active parental involvement in the lives of their children is crucial for the management of discipline at school. Teachers should acquaint themselves and learn to know learner's home background in order to understand learners they are dealing with (Boertien and Härkönen, 2018). In-service workshops for all teachers across the country are necessary in order to train teachers on alternatives measures to corporal punishment. Professional support for example, Psychologists or educational counselors should be increased to support schools.

A study by Hamalengo (2016), on managing indiscipline cases in selected Government and mission secondary schools in Lusaka District, Zambia whose general purpose was to identify the management strategies put in place in

the mitigation of pupil indiscipline in Government and Mission secondary schools in Lusaka District. The study sought to; a) establish the nature of indiscipline among pupils in Government and Mission secondary schools in Lusaka District, b) assess the factors leading to prevalence of indiscipline among pupils in Government and Mission secondary schools in Lusaka District and c) determine what measures schools should put in place to deal with indiscipline cases among pupils in Government and Mission secondary schools in Lusaka District. The study used a descriptive survey design. It used both qualitative and quantitative approaches. Data was collected using questionnaires, in-depth interviews and focus group discussions. Purposive sampling was used to collect data from the school administrators and disciplinary committee members. The sampling method used to select teachers, parents and pupils was random sampling technique. Using descriptive statistics of frequencies, the data was themed and coded then analyzed further. The findings of this study indicate the nature of pupil indiscipline in form of absenteeism, fighting, rudeness to teachers, reporting late, and truancy, noise making in and outside the classroom, promiscuity, and stealing among others.

Thompson (2013) put forth the views that in order to enhance discipline management, schools have to put in place rules and control measures. Prominent were attendance registers, counseling, penalties, punishments, prefect arrangements and involving parents. The study recommends involvement of various stakeholders in the management of discipline in the schools such as school administrators, teachers, parents and pupils among themselves through prefects.

Ouma et al. (2013), checked on management of pupil discipline in Kenya: A case study of Kisumu Municipality. Pupil discipline is a major concern to educators, parents and the entire society. Head teachers, Deputy Head teachers, class teachers and prefects have a responsibility in the school to mould and account for the behaviour of learners to meet the expectations of the society. The study adopted descriptive survey research design. The findings revealed that pupil discipline problems experienced in primary schools included; noise making, which was rated high, failure to complete assignment, truancy, lateness, theft, sneaking. Effective methods of dealing with indiscipline were; Involving parents, guidance and counseling, manual work, caning and reprimanding. The study recommended that appropriate pupil discipline management methods be used in schools to create peace and harmony. The findings of this study are useful to head teachers, teachers and policy makers in education in terms of formulation of policy guidelines and their implementation in the management of pupil discipline in primary schools.

Kilonzo (2013), looked on the challenges faced by head teachers in the management of students' indiscipline in public secondary schools in Lamu County in Kenya. The

study set out to determine the prevalent indiscipline problems among secondary school students in Lamu County. The causes of indiscipline among the students, methods employed by head teachers in dealing with indiscipline and finally challenges faced in managing indiscipline were identified. Descriptive survey design was used in this study. The researcher collected the data through the use of questionnaires, interview guide and observation schedule as research tools. Data collected was analyzed using descriptive and inferential statistics. The latest version of SPSS was used in analyzing the quantitative data. The qualitative data was informative in explaining, clarifying and ascertaining the quantitative data from questionnaires. Findings were presented using frequency distribution tables. The study identified the prevalent indiscipline problems in Lamu County as being absenteeism, rudeness to teachers and fighting among students. Poor relationship between teachers and students and parental negligence were cited as the major causes of indiscipline. Student's failure to adhere to school rules and regulations and lack of parental support in disciplining students were the main challenges faced in managing indiscipline. The study findings unearthed issues concerning the research problem that were not known before forming a firm foundation for tackling the indiscipline problems in secondary schools in Lamu County. Out of the measures the schools take to reduce indiscipline in schools, the study recommended that schools address students' concerns, encourage parents to play their role and embrace guidance and counseling in dealing with students indiscipline.

Herbert (2019), looked at the influence of discipline management by head teachers on students' academic performance in selected private secondary schools of Busiro County in Wakiso district in Uganda. The study employed survey research design, particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted. The study was conducted under three research objectives. These were; to establish how the management of school rules influences students' academic performance, to establish how time management influences students' academic performance and to establish how the administration of punishments influences students' academic performance. The findings pointed out the need for parent's involvement in managing student's discipline and good school management to instill hope in teachers and students.

A study by Nyanga (2014), on Challenges facing head teachers in enhancing pupil discipline in primary schools in Kibera slum, Nairobi, Kenya sought to identify the pupil discipline problems experienced by head teachers in and out of classroom setting in Kibera Nairobi. It also sought to determine the causes of indiscipline in the primary schools and the disciplinary measures head

teachers use in enhancing pupil discipline. Specifically, the study investigated the challenges facing the head teachers in enhancing pupil discipline in the primary schools. Finally, it sought to identify alternative approaches to the challenges. A questionnaire was the sole research instrument. Its validity and reliability were enhanced through a pilot study. The reliability co-efficient was found to be 0.84. All the head teachers returned useful questionnaires hence a 100% return rate.

It was revealed that in enhancing pupil discipline, head teachers in Kibera slum area face various challenges. The challenges, in order of magnitude, included: parents interference, unconducive teaching/learning environment hence community interference, lack of interest in pupils especially on guidance and counseling, lack of support by superiors like District Education Officers, ridicule, humiliation, fine in courts, lack of support from some teachers, inadequate leadership knowledge on discipline and teachers being bad examples. The major alternative approaches to the challenges which were suggested included; modernizing the role of education welfare services, making parents face up to their responsibility, provision of teacher training in validated disciplinary techniques, starting a National behaviour and attendance strategy for schools, use of in - school suspension accompanied by guidance and counseling, new measures and rules on exclusions and improve working with police.

The study concluded that pupil discipline is necessary since primary schools form the basis of all learning institutions. Discipline in primary schools therefore needs to be seen as a system of guiding the individual pupils to make reasonable decisions responsibly irrespective of their age. Finally, pupil discipline in slums requires special redress since the head teachers of the primary schools here face unique challenges in enhancing it. The study then recommended that there is need for affirmative policy formulation and action by all stakeholders in order to address the challenges facing head teachers in enhancing pupil discipline in primary schools in Kibera area, Nairobi.

Semali & Vumilia (2016), looked on Challenges facing teachers' attempts to enhance learners' discipline in Tanzania's secondary schools. The present study examined teachers' views on discipline to determine how widespread indiscipline might be in schools and whether discipline has any influence on academic success or on the overall reputation of the school. Document analysis, classroom observations, field notes, secondary data, and interviews were purposefully collected from selected teachers with at least three years of teaching experience. The study revealed a variety of challenges and dimensions of learners' discipline engulfed in classroom and school discipline discourses of rewards and punishment.

2.3 The Remedial Measures to the Challenges Teachers' Face in Enhancing Discipline of Students in Secondary Schools

Ngwokabuenui (2015) conducted a study on students' indiscipline: types, causes and possible solutions, the case of secondary schools in Cameroon. The purpose of this research was to examine the familiar or common forms, the causes and probable ways to curb indiscipline in schools. The study made use of descriptive survey research design. The study was guided by four research questions whereas two hypotheses were formulated and tested. The instrument for data collection was questionnaire. The study used triangulation sampling techniques by applying probability sampling techniques and stratified sampling.

The results showed that the familiar and common types of indiscipline are disobedience to teachers and school prefects, collective misconduct of students and unacceptable habits. Students' indiscipline behaviors were classified on three bases as follows: students-based, society-based and school- based causes. Possible remedies to curb indiscipline in secondary schools include moral leadership, moral education/instruction, education orientation and behavior-accountability policy implementation. The recommendations made in this piece of work are that the government of Cameroon, Educationists, Educators, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and learning, adequate playing ground, and physical education. Moral education/instruction bodies should reinforce their efforts at ensuring that acceptable moral training is given to children.

A study by Ombiro (2012) on school indiscipline and student's academic achievement: a case study of secondary schools in Port Harcourt local government in Nigeria employed survey research design. The result showed that all the parameters of school indiscipline contribute to low academic achievement. The paper places the burden of student's indiscipline on the family, the school and the government. The study recommended that parents should lay a solid foundation at home to ensure discipline; principals and teachers should be committed to the academic growth of students; and Government functionaries should provide good schools, with facilities and motivated teachers. These will promote discipline in school and ensure high academic achievement.

Anayo (2014), examined Strategies adopted by teachers to manage discipline in secondary schools at Langata District, Nairobi County, Kenya. This study used mixed method research paradigm. Eight private and 4 public secondary schools were used as samples alongside their principals, while 92 teachers were sampled using stratified sampling. Data collection instruments were Questionnaire, Interview guide and Document analysis

guide. The reliability test of the questionnaires gave coefficient of reliability of 0.72 and 0.8 for the teachers and principals respectively. Quantitative data were analyzed descriptively using frequencies and percentages while qualitative data were analyzed thematically. Chi-square test for independence was used in testing the hypothesis and the results showed that there was no significant difference in strategies used by male and female teachers and between the private and public schools. Findings revealed that teachers use all the six strategies but rated cognitive and supportive strategies as very effective and punitive strategy as moderate. Major challenge faced by teachers in disciplining students after the ban of corporal punishment is students being unaffected and not wanting to change with the minor punishments given to them. Teachers suggested that partnering with all stakeholders and employing professionals in guidance and counseling will be of great help in improving students' discipline.

Based on the findings, the researcher recommended a whole school community approach where all stakeholders should be involved in students' discipline. Ministry of education should provide practical guidelines on students discipline and review Child's Right. Marvin Marshal and Curwin Mendler's Models were also recommended for teacher's use.

Gyan(2015),looked on causes of indiscipline and measures of improving discipline in senior secondary schools in Ghana: a case study of a senior secondary school in Sunyani. The purpose of the study was to determine the main causes of students' misbehavior and measures teachers and students consider being most appropriate for controlling the unruly behavior of the students. Questionnaire was used to collect data from the participants. With regard to the measures of ensuring discipline in the school, all the ten measures that were listed were considered by at least 90% of the respondents to be very important. These included the need to introduce moral ethics as a subject in schools to enable students know the way they should behave; emphasis to be placed on the need to delink education from politics; the government should formulate strong regulation to be used for all schools in the country; and finally the government should reward the schools and students leading in good discipline. Despite this findings, the problem of students' indiscipline still persist hence the need for a study on the challenges facing teachers in enhancing discipline among secondary school students.

3. Methodology

For the purpose of this study, descriptive survey design was used to investigate teachers' challenges in enhancing secondary school students' discipline. According to Kombo and Tromp (2006), descriptive survey design provides a picture of a situation as it naturally happens. It may be used to justify current study and make judgment and also to develop theories. The study was carried out within the frame work of descriptive research design which employed both qualitative (interview guide) and quantitative (questionnaire) data collection methods. This type of design usually seeks to find answers to the questions generated from the statement of the problem. The target population for this study was 963 teachers and 26 head of school from Arusha City. This therefore means that there are 26 public secondary schools in Arusha city (MoEST, 2018). The researcher selected 96 respondents out of 963 teachers and 8 out of 26 headmasters/ headmistress who were required to give information about the study. The study employed simple random sampling to select schools and teachers while purposive sampling to select head of schools. The intention of simple random sampling was to give individuals equal probability of being selected from the population. Purposive sampling was used to select headmasters because they are the incumbent school administrators who have the vital information on students' discipline. The researcher used questionnaire and interview guide to collect data. The researcher was interested in these instruments because it can give enough information in details and also it gave the respondents the chance to express alternative views. The reliability of the research instrument involved administration of the same instrument twice that is, a test-re-test in a pilot study. The test gave the Cronbach correlation coefficient alpha of 0.7. According to Creswell (2018), the instrument was considered reliable and good one to work with. Quantitative data was analyzed using descriptive statistics in the SPSS version 20 and results were presented in charts. Qualitative data was analyzed thematically alongside research questions.

4. Results and Discussion

4.1 Challenges Teachers Face in Enhancing Discipline among Students in Secondary schools

The first objective of the study identified challenges teachers face in enhancing discipline among students in secondary school. Figure 1 summarizes the findings.

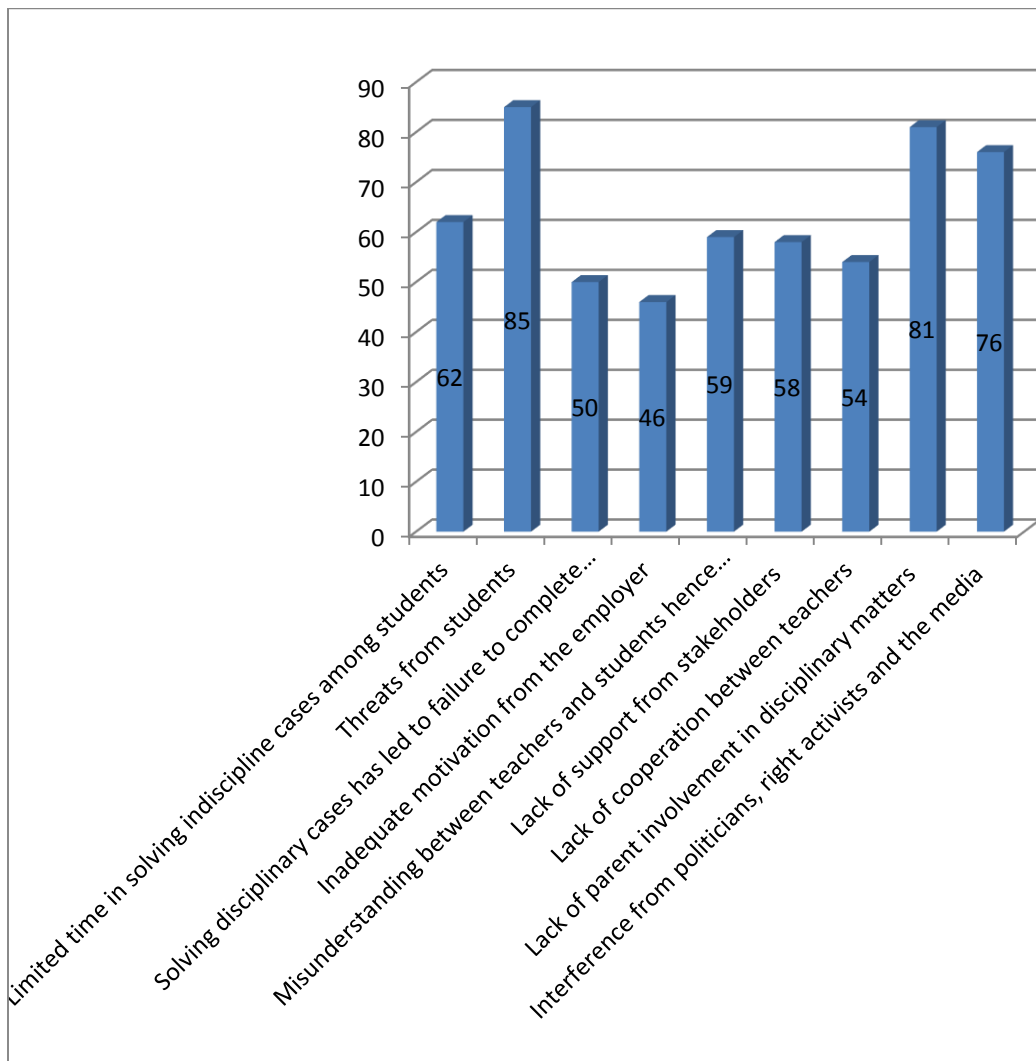


Figure 1: Challenges Teachers Face in Enhancing Discipline among Students in Secondary schools (n=96)

The table 1 above presents the responses that show the challenges teachers face in enhancing discipline among students in secondary schools. For instance, teachers are faced with constrain of time. Teachers are faced with a wide syllabus to cover hence they are left with little time to handle indiscipline cases among students. Majority (85%) of teachers also mentioned threats from students, especially the drug abusers as a challenge facing teachers. These groups of students who pose danger to teachers are either under the influence of drugs or due to poor upbringing from family background lacking moral fabrics. These views resonate with the findings by Skinner (2016), who identified some of the challenges facing teachers such as threats from students who abuse drugs and carry dangerous weapons to school, intimidation from parents, sexual harassment from youth in the village and conflict among teachers.

Moreover, teachers sighted solving disciplinary cases has led to failure to complete the syllabus in time. Inadequate motivation from the employer was equally reported as a

challenge. In this regard, many teachers get fatigued and opt for another profession. This view is supported by Assertive Discipline Model by Center (2007) and Social Action Theory by Bowey as cited in Campbell (2013). The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity will bring them. People would be more apt to listen and co-operate with those who promised some kind of immediate reward than those who promised some better times in the future, argues the Theory. Hence concluding that provision of adequate motivation may increase the workers' satisfaction and thus retaining their services. Teachers expect good working condition, increased salary, promotion, allowances, incentives and respect in order to improve their motivation and job satisfaction basically for improved work performance. Teachers will therefore opt for profession of choice depending on availability of opportunities. A study by Hamalengo (2016) revealed that teachers from different schools, primary and secondary, felt that learners were becoming more unruly and less respectful than they used to be in the

past. They further stated that lack of discipline among learners makes it impossible to teach effectively.

Nene (2013) revealed that lack of parent involvements in school, home and family background, abuse of various types, balances between learners rights and responsibilities, peer pressure the role of media and politics were predicaments facing teachers in handling students' disciplinary cases. The study further found that 59% of teachers reported misunderstanding between teachers and students as a cause for enmity. These findings are supported by Kilonzo (2013) who revealed that indiscipline of students can make teachers to be emotional which leads to enmity between teachers and students.

On sub-item lack of parent involvement in disciplinary matters has made teachers to handle the cases alone and thus making it ineffective, 81% of teachers were in agreement while only 19% percent were of contrary opinion. Interference from politicians, right activists and the media making discipline a challenge to teachers was identified by 76%. These findings are supported by Ouma et al., (2013), in a study conducted on management of secondary school students discipline as a major concern to educators, parents and the entire society. The study reported that head teachers, Deputy Head teachers, class

teachers and prefects have a responsibility in the school to mould and account for the behaviour of learners to meet the expectations of the society. The findings revealed that pupil discipline problems experienced in primary schools included; noise making, failure to complete assignment, truancy, lateness, theft, sneaking. Both teachers and students singled out community cultural practices as another challenge facing teachers in maintaining discipline of students. Perhaps it is important to note that all (100%) teachers condemned outdated cultural practices such as female genital mutilation, giving more emphasis to boys' education and early marriages in the society.

4.2 The Remedial Measures to the Challenges Teachers Face in Enhancing Discipline of Secondary School Students

This is the second objective of the study which determined the remedial measures to the challenges teachers face in enhancing discipline of secondary school students. Figure 2 summarizes the findings.

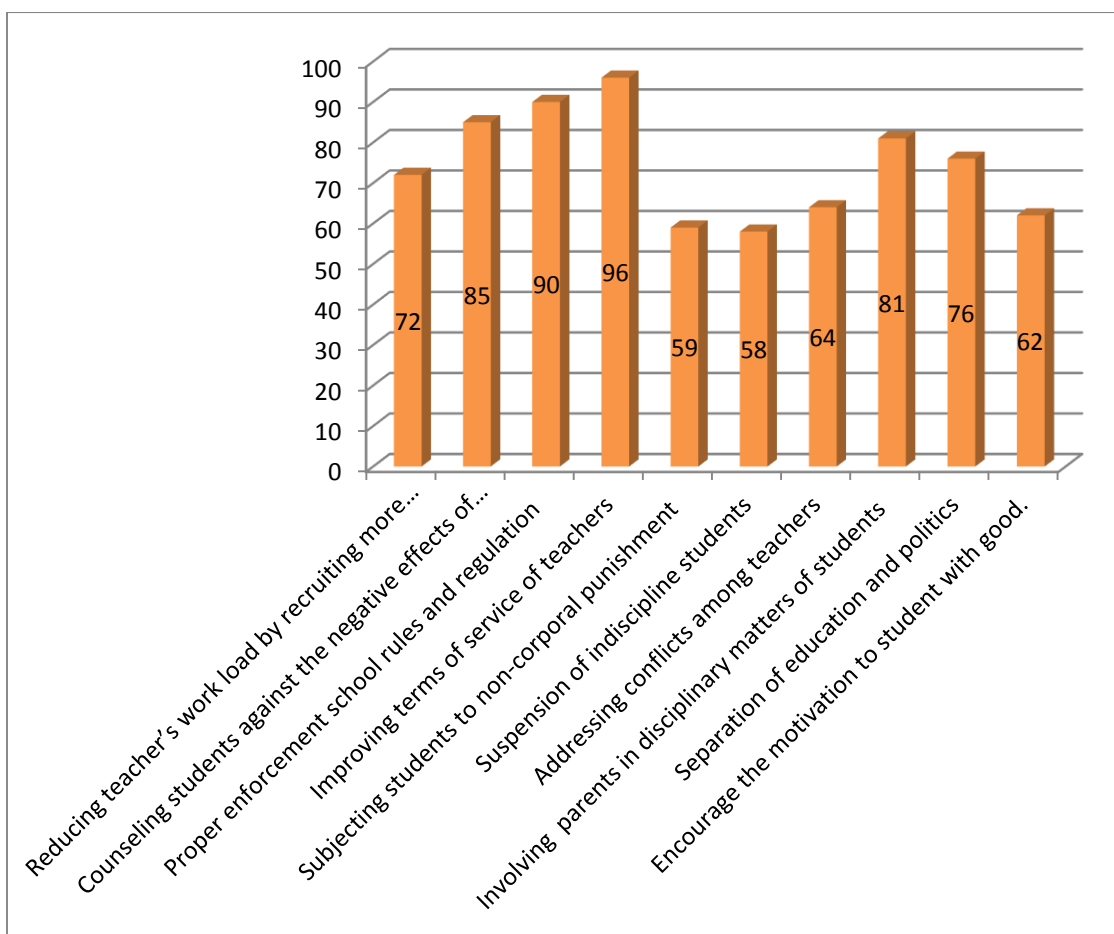


Figure 2: Remedial Measures to the Challenges Teachers Face in Enhancing Discipline among Students in Secondary schools (n=96)

Figure 2 shows the responses of teachers on the remedial measures that can be taken to overcome the challenges that teachers face in enhancing discipline. The findings were; reducing teacher's work load by recruiting more teachers which should be done by the government (72%) and counseling students against the negative effects of drug abuse (85%). In addition, overwhelming majority (90%) identified the need for proper enforcement of school rules and regulation, improving terms of service for teachers and working environment (96%), subjecting students to non-corporal punishment and addressing conflicts among teachers such as tension between the discipline department and the entire teaching staff. The researchers also found that involvement of parents in discipline issue was supported by 81% of the respondents while separation of education from politics considered by 76%, punishment to students through suspension of indiscipline students should be taken as a measure to curb indiscipline among students. The findings are in agreement with Social Action Theory by Bowey as cited in Campbell (2013), which indicates that if a worker is not satisfied with the work situation, it will affect the services the worker renders to the institution. The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity will bring them. Similarly, the findings concurs with the report on building better discipline strategies by essentially involving all teachers, parents, guardians and education stakeholders together (<https://files.eric.ed.gov/fulltext/ED500000/ED500000.pdf>). Furthermore, discipline should be taught as a subject in secondary school, strong schools regulation and motivation to student with good discipline to be encouraged. In the study conducted Ngwokabuenui (2015), on students' indiscipline: types, causes and possible solutions, the findings indicate that there is need to resolve issues related to indiscipline from the beginning, establish proper disciplinary procedures in place and explain the rules to students besides encouraging the motivation of student with good discipline through rewards and assigning them more responsibilities.

During interviews, on good communication between teachers and students, a respondent reported:

Good communication between teachers and students is necessary in managing students' discipline. However, where necessary suspension should be employed (personal interview, 20th July, 2021).

The current study noted that suspension was used on students who had committed serious offences such as fighting teachers, other students and that they were made to stay out of school for a specific period of time after which they would report to school administration when suspension was over. This view was supported by Kaguamba and Muola(2016)who agreed that there were many methods of managing students' behavior and suspension was one of them. Vicar(2012) highlighted that

in school suspension program were an effective and necessary tool to help the students who were indiscipline. Another respondent observed that:

Extra home work would keep students busy thereby acting as a measure to their discipline. (Personal interview, 20th July, 2021).

The study found that it is necessary to give extra home work to learners who engage in different areas and this would assist in managing their behavior to cool them down as they can be much busy with the home work. This view was shared by Umezina and Elendu (2012) who observed that making a learner stay back after school official time was an unacceptable form of punishment. In this respect, respondent observed;

Guidance and counseling was equally necessary in maintaining students discipline in school (Personal interview, 22nd July, 2021).

The finding shows that guidance and counseling is the best way to solve the challenges teachers face in enhancing discipline of students. The findings were supported by Simatwa (2012) who established that guidance and counseling is currently used in managing students discipline in schools. Similarly Nassey (2015) in New Zealand concurs that teachers reported that proper use of classroom based management strategies as well as appropriate approaches enhance discipline of students in school.

The finding shows that giving the necessary facilities to school can help to overcome the challenges teachers face in managing discipline. This is supported by Ngwokabuenui (2015) who revealed that possible remedies to curb indiscipline in secondary schools include moral leadership, moral education/instruction, education orientation and behavior-accountability policy implementation as well as the use of prefects who are selected by students themselves as they would bring information to teachers about indisciplined students hence they become the link between school administration and students.

The study findings that it is important to introduce the subject on discipline to make students aware on the discipline matter. Teaching discipline as the subject can help to prepare a good society for future. The view is supported by Ouma et al. (2013), who checked on management of students discipline in secondary schools. The findings revealed that the effective methods of dealing with indiscipline were; Involving parents who was rated, Guidance and counseling, introducing discipline as the subject from primary school to secondary school manual work, caning and reprimanding.

A respondent observed;

Introduction of clubs and sports for students to exercise and interact socially. Some energy will be consumed in sports leaving the students tired

in the evening hence has no time to misbehave around (Personal interview, 22nd July, 2021)

The study findings show that sports and clubs are among the way to overcome the students discipline as they will be concentrating in sports and clubs as well as the provision of facilities. This is supported by Nyanga (2004) by highlighting that sport and game are the measures to the indiscipline of students in both primary and secondary schools.

5. Conclusion and Recommendations

5.1 Conclusions

Based on the findings the study concluded that discipline is essential and important in teaching and learning and that is why the schools regulation is prepared in order to guide the students and community. Therefore, all challenges such as teacher burnout, drug abuse among student, political interference, and lack of cooperation from parents, students' absenteeism, sexual misconduct, cultural practices, improper dressing and cheating in examination facing teachers should be addressed at the earliest opportunity.

The study also concluded that there should be reward to those students with good behavior and also suspension to

those who have declined to change. The study further concluded that parents should be involve in discipline cases which can help in controlling discipline as students will know that any misbehavior cases, their parents will be involved. The researchers found that there is need to make teaching friendly, involve students in decision making, counsel difficult students and cooperation between parents and teachers in order to manage indiscipline cases among students that could easily demoralize the teachers and hence some may look for the other work as option to avoid the misunderstanding between students, parents and teachers.

5.2 Recommendation

The following are the recommendations coming out of this study:

- i. The government should introduce moral ethics or discipline as subject in schools.
- ii. The government should emphasize the need to delink education from political interference.
- iii. The school management should formulate and enforce strong regulation to be used in schools.
- iv. The government should reward the schools leading in good discipline and well behaved students should also be rewarded.

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