

Challenges Facing Teachers' Attempts to Enhance Learners' Discipline in Tanzania's Secondary Schools

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Received: January 29, 2016

Accepted: February 13, 2016

Online Published: February 21, 2016

doi:10.5430/wje.v6n1p50

URL: <http://dx.doi.org/10.5430/wje.v6n1p50>

Abstract

There is a common belief among Tanzanian teachers and parents that learners' discipline is essential for effective teaching and learning. Equally, learners' discipline can transform the larger class by developing small learning groups and independent learning options. In turn, these options can enhance students' engagement, facilitate positive learning, prevent disruptive problems, and provide overall academic success. 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 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.

Keywords: *learners' discipline; punishment; academic success; school discipline; indiscipline*

1. Introduction

Learners' discipline strategies that build capacity for quality education for all children in Tanzania carry significant meanings for teachers and parents, but at the same time lack specifics. Further, little is known about teachers' challenges with indiscipline in classrooms and on the school grounds, or the ways in which discipline-related behavior can foment disruption and chaos to an otherwise well-functioning, orderly, safe school environment.

Discipline has been defined in the literature in a variety of ways. To some educators, school discipline prescribes the standard of behavior expected of teachers and students. Phrases like "maintaining discipline," "disciplinary strategies," "school-discipline," "self-discipline," and "learner-discipline" all carry different meanings depending on the context. The spurious effect of these random constructs yields uncertainty in the arenas of pedagogy and practice, and ultimately leads to confusion among teachers. These jarring views could be summed up in two conceptual categories: discipline, meaning sanctions, such as 'taking disciplinary measures' or punishment; and discipline, meaning behavior or a 'code of conduct'. Indiscipline, the opposite construct, refers to "inappropriate behavior".

While scholars discuss indiscipline among pupils in schools and its effects on learning outcomes (Simuforosa & Rosemary, 2014; Sailor, 2010; Thornberg, 2008; Onyechi, Okere, & Trivellor, 2007), little consensus is evident in debates about evidence of the existence of relationships (Stanley, 2014). For example, some scholars have suggested that disciplinary policies simply do not yield different effects (Chen, 2008; Nichols, 2004; Schoonover, 2009). Further, few studies (e.g., Stanley, 2014; Simuforosa & Rosemary, (2014) have explored the relationship between learners' discipline and how well the child is doing in school (e.g., scoring high marks on classroom tests, passing national examinations, other tests or examination results, etc.). Due to the lack of specificity and consensus in the current literature, unconfirmed assumptions about the benefits of learners' discipline are widespread—hence, the need to examine these assumptions in the present study.

In this research we surveyed divergent views and assumptions about the benefits of learners' discipline. Throughout history, child development experts have claimed that good behavior must be nurtured and rewarded; and bad behavior (misconduct) must be punished (Bear, 2008), and since some educators view discipline as a "neutral" term

that can exclude punishment (Sparks, Girling, & Smith, 2002), the present study also sought to understand how widespread learners' discipline might be in schools; the challenges teachers face in attempting to enhance current disciplinary strategies in secondary schools in Tanzania; and whether discipline bears on academic success or the overall reputation of the school.

In current debates, lack of consensus is evident in some scholars' claims that disciplinary policies simply do not have any effect on pupils' school outcomes (Verdugo & Glenn, 2002; Chen, 2008; Schoonover, 2009); while others assert that suspensions from school do not prevent students' future misbehavior (Nichols, 2004). For example, Gartrel (2002) contended that timeout should be replaced with teaching children how to solve problems rather than punishing them over problems they have not learned how to solve. Likewise, Gordon (1989) held that the only truly effective discipline is self-control, developed internally in each student. Discipline as "self-control" is based on the idea that teachers must give up their power (controlling) authority and replace it with influence or persuasive authority in an effort to help students develop self-control.

In addition, an overall definition of discipline is nowhere to be found. Some educators have defined discipline as a means of social control (Millei, 2010), but others see discipline as rules with punitive disciplinary measures established to discourage misconduct or deviant behavior (Onyechi, Okere, & Trivellor (2007). Also, some heads of school define discipline as a strategy to foster school order to address barriers to learning (Skiba & Peterson, 2000). For Skiba and Peterson, the idea of discipline means rules to correct or prevent misbehavior. Likewise, discrepancies are evident in the use of such terms as "learners' discipline" and "school discipline," which are sometimes used interchangeably in the literature (Wolhuter & Steyn, 2003). Inconsistencies can lead to confusion as teachers manage classroom teaching and learning or attempt to make sense of the challenges they experience in classrooms.

Wolhuter and Steyn (2003) identified challenges in four areas associated with learners' discipline: (a) learner-related factors, (b) teacher-related factors; (e.g., teachers' code of conduct such as relationship with learners and lack of commitment can lead to learner indiscipline (Simuforosa & Rosemary, 2014); (c) school-related factors (i.e., schools mirror society—they are a microcosm society, as problems like drug abuse, crime, and physical abuse increase in society so will the discipline in schools (Evans & Miguel, 2007), Lochan, 2010; Straus, 2010); and (d) home-related factors (Van Wyk, 2001)—for example, permissive environments can influence learner's misbehavior (Schoen & Nolen, 2004) as many learners with disruptive behavior come from troubled homes where there is erosion of nurturing family structure; and (e) society-related factors.

There is consensus about the aforementioned factors; and there is general admission that they are widespread, and, equally, that they impact overall school climate. For example, Matsoga (2003) claimed that the widespread violence and misbehavior that exist in many secondary schools interfere with the teaching and learning process, and often such misbehavior manifests itself in various ways, including bullying, lateness to school, vandalism, alcohol consumption and substance abuse, truancy, and inability or unwillingness to do homework. Matsoga (2003) observed that the causes of disciplinary problems appear to be age-specific or related to pupils' development phase. These problems seem to occur more frequently at the secondary-school level than in primary schools (Fields, 2000). Nonetheless, few studies have examined or established the relationship among learner-related, teacher-related or school-related factors. Neither have academic performance nor targeted secondary school levels been systematically investigated in Sub-Saharan Africa (Matsoga, 2003). That is the quest of the present study.

2. Background and Context of Learners' Discipline in Tanzania

The task of managing learner's discipline in Tanzania, and elsewhere in East Africa, is one of teachers' primary responsibilities during the school day. Each teacher's goal is to instill discipline in everything that students do during school hours to make sure that school operations are conducted uninterrupted and all students have adequate opportunities to education (Barbette, Norana & Bicard, 2005). Of course, this includes students who manifest commonplace behavior, learning, and emotional problems (Center for Mental Health in Schools, 2008). This view of discipline is based on the common belief that human beings require some guidelines that direct the conduct and performance of students' everyday duties.

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 (Khuluse, 2009). Elsewhere, stakeholders claim that this reasoning is based on common sense (Darlow, 2008). 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 (Darlow, 2008; Matseke, 2008). 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, 2008).

Equally, parents and teachers know that lack of discipline seriously impacts on learners' access to educational opportunities because academic success comes, almost with certainty, when focused attention on what students learn is uninterrupted. Thus, disruptions of any kind seriously impact learners' access to educational opportunities (Fields, 2000). According to this logic, the fewer the disruptions, the better chance there is for students to excel in what they learn in secondary schools. This reasoning implies the need for a code of conduct clearly established at each school (Bear, 2008). While discipline is generally recognized by parents and teachers as an essential ingredient for school success, few studies have examined why learners' discipline could become a predictor of academic success or an important factor in overall long-term success in adult life.

Recent studies in Kenya have shown that when discipline breaks down in school, the safety of teachers and students is jeopardized, turning the school environment into a dangerous place to teach or learn (Njoroge & Nyabuto, 2014). Despite the Kenyan government's commitment to providing resources, improving school conditions, and minimizing school strikes, cases of students' lack of discipline in public schools continue to be a major problem in learning institutions. Njoroge and Nyabuto's 2014 study revealed that, typically, discipline-related problems manifest themselves in various ways; over time, such problems can spin out of control and take different forms of unruly behavior, such as commotions, disturbances, class boycotts, neglecting to do assignments, mass indiscipline, riots and violent strikes that may lead to grave misconduct or rape, or even result in death, or the destruction of school property. These problems not only affect students' academic performance in public schools but also scare other students who aspire to enter public boarding schools. Therefore, it is difficult to envision how teaching and learning can take place in such chaotic conditions.

2.1 Teachers' Assumptions of Discipline

Underlying interest in and assumptions about these different views of learner's discipline is the belief that classroom discipline can transform the larger class via small learning groups and independent learning options that act to enhance student engagement, facilitate positive learning, prevent problems, and provide special assistance to struggling students (Stanley, 2014). Thus, classroom discipline can create well-managed classrooms, and get this accomplished in ways that minimize overreliance on social control strategies that have come to characterize the majority of teacher-student interactions (Bear, 2008). The overall aim of these disciplinary measures therefore is to enhance students' academic achievement, and to do so in an environment that creates a sense of community and mutual caring in classrooms and throughout the school campus (Naicker, 2014).

Scholars have attributed students' poor academic performance to high levels of indiscipline among students. However, there is no consensus among scholars on the degree of these factors' influence on students' achievement in school even though teachers generally believe that discipline and academic performance are at the core of today's education (Stanley, 2014). Some veteran teachers know, however, that indiscipline in schools can manifest itself in students' violent behavior, poor disciplinary style, ineffectiveness and inefficiency of the teacher, poor time management, and a generally ineffective school code of conduct. When these acts of indiscipline are engaged by unbridled students and allowed to continue unchecked, they can disrupt learning and can have direct impacts on students' academic performance (Stanley, 2014). Teachers do not need to be convinced that school discipline (observance of school's code of conduct or agreed set of rules and regulations) is a useful measure for expanding activities that enhance classroom teachers' capacity to address problems and foster social, emotional, intellectual, and behavioral development (Bear, 2008).

Teachers in Tanzania are worried about the aggression being directed at them by students and parents. Reports indicate that the aggression 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 instil 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 (Okumbe, 1998).

Teachers everywhere seem to be at a loss as to how to address the complex issue of discipline, particularly in those countries where physical or corporal punishment has been restricted or outlawed (Wolhuter & Steyn, 2003). A review of court cases in Tanzania about teachers who dispense corporal punishment to misbehaving students showed

that some parents have argued against some forms of punishment or those believed not to be commensurate with the offence committed (Frankenberg, Holmqvist, & Rubenson, 2010; Straus, 2010). In fact, corporal punishment can lead to physical injury if teachers are not careful when administering certain types of punishment.

To support parents' views, some human rights advocates have insisted that some forms of punishment in Tanzania's secondary schools are unfair and perhaps undeserved, including corporal punishment that involves severe canning, suspension, expulsion, branding or mutilation (inflicting severe pain) (Feinstein & Mwahombela, 2010). Unavoidably, these disciplinary measures consequently can lead to absence from schools and therefore reduce the academic performance of the injured students (Wolhuter & Steyn, 2003). While the ultimate goal of learners' discipline is to have children responsible for their own actions, sometimes teachers fail to realize that schools and other civil society institutions that are effective in establishing and maintaining order and safety are not necessarily effective in developing self-discipline or in preventing future behavior problems (Bear, 2008).

2.2 Aims of School Discipline

Throughout the world, learner's indiscipline in schools has been a matter of great concern to school management and educators (Adams, 2003). Kaplan, Gheen, & Midgley, (2002). Kaplan, Gheen, and Midgley (2002) argued that, in addition to the obvious impact on the teaching and learning environment, lack of discipline or disruptive behavior can seriously disturb learners' safety or readiness to learn, as well as future behavior in adult life. Other educators reference two distinct aims of school discipline: (a) to help create and maintain a safe, orderly, and positive learning environment, which often requires the use of discipline to correct misbehavior; and (b) to teach or develop self-discipline (Bear, 2002). Bear argued that both aims are equally important and should always be included in the development and evaluation of school disciplinary practices. Whereas the first is generally viewed as an immediate aim (to stop misbehavior and bring about compliance), the second is viewed as long term (to develop autonomy and responsible citizenship). In Bear's view, both aims are reciprocally related in that each promotes the other.

With these aims of school discipline in mind, we distinguish between discipline and punishment. Punishment is based on the belief that if children are made to suffer (physically) for doing wrong or misbehaving, they will not repeat their inappropriate behavior in the future. We do this to dogs and other animals; parents know this and teachers act on it—they punish students when they misbehave by spanking or hitting them. Spanking is the most controversial method of discipline and continues to be used as an acceptable form of "discipline." Some parents in Tanzania define spanking as slapping a child on the buttocks (Mujuzi, 2014; Straus, 2005), while this and other reports use spanking to cover any corporal punishment that does not cause injury (Straus, 2000). The overall assumption underlying spanking is that parents believe that this form of punishment will teach children not to repeat forbidden behavior because parents are not aware of other more effective ways of changing behavior.

According to Porteus, Vally, and Ruth (2001), children need rules as long as rules are clear and make sense. Porteus, Vally and Ruth insisted that such rules should be based on the core values of the classroom such as safety, respect, kindness and so on; when those rules are broken, punishment should be imposed. However, because it is difficult to determine how much punishment is appropriate or adequate for school offenses, this approach has done untold damage to countless children, especially when such punishment was physical, severe, or inhumane, often resulting in feelings of alienation, entrenched patterns of anti-social behavior and even acts of violence. To be sure, there is a difference between punishment as a punitive measure and discipline as an educative and corrective practice. However, this distinction is often imprecise among educators and sometimes both references continue to be used interchangeably.

2.3 Context of Learners' Discipline in Tanzania

In Tanzanian society, discipline is valued because it is perceived as a way to create and maintain order. Educators' ability to exercise effective discipline, as suggested by Dunham (1984), is essential. Dunham insisted that discipline at school plays a vital role in the achievement of expectations and goals. It also plays a vital part in the acquisition of a sense of responsibility in learners as well as educators. Dunham claimed that good discipline creates a good image of the school and prepares learners for the future.

Educators in Tanzania translate discipline in Kiswahili to imply what they call "*nidhamu*." In the everyday language of parents and teachers in Tanzania, *nidhamu* means the ability to control. It also means fortitude, endurance or the ability to stay focused. The idea of "*nidhamu*" conjures up many assumptions and claims of accepted understandings of self-efficacy, self-control, good manners, well-behaved demeanors, etiquette, or simply, the perception of being well-nurtured. In the minds of most parents, the characteristics of discipline collectively allude to suggestions that self-discipline encourages positive behaviors such as good manners, good parenthood, good teaching or even good

conduct—all of which imply the potential for a child's success in life.

On the contrary, indiscipline or lack of discipline (known to parents as *utovu wa nidhamu*) is framed as negative attributes or undesirable behaviors and therefore are frowned upon and known to characterize unruly behavior or bad conduct. Generally, self-discipline can be observed in socially and morally responsible behavior motivated primarily by intrinsic or spiritual factors, and clearly not solely by the anticipation of external rewards or fear of punishment. Research shows that self-discipline promotes positive relations with other people and a positive school climate fosters academic achievement, and eventually promotes self-worth and emotional well-being (Bear, 2010). Bear emphasized, however, that strategies for developing self-discipline are commonly part of evidence-based programs for character education and for social and emotional learning.

2.4 Use of Punishment and Rewards in Tanzania

There is an overall reliance on the use of punishment to correct misbehavior in Tanzania. Often schools fail to understand that the use of punishment and rewards in maintaining safety, including the correction of misbehavior, is a prerequisite for developing self-discipline, but it is not sufficient. Bear (2008) showed that this is most evident when adult supervision, systematic rewards, clear rules and expectations, and consequences for misbehavior are the primary techniques used to manage behavior. The assumption is that when those external techniques are later removed, individuals are expected to function independently after having learned little other than “don't get caught.” Prisons provide an excellent example of reliance on external control, as do many schools that adopt a similar punishment mindset.

The traditional approach to discipline in Tanzania viewed the child as being bad and needing social control. Punishment was used as: (a) revenge, (b) deterrent (i.e., to scare other pupils from misbehaving), and (c) a means of reform—an attempt to change the behavior of the pupil into a well-behaved pupil (Nemes, 2013). Collectively, these disciplinary measures assumed an authoritarian stance, where the teacher knows what is best for the pupil and therefore takes control of the pupils' lives. In this instance, discipline suggests a cultural deficit—namely, negative elements in the child that need to be corrected.

Generally in Tanzania, indiscipline (i.e., disruption of the smooth functioning of the school either from pupils or teachers) must be punished. As gathered from classroom observations, field notes and reflective journals, the disorder may occur and affect the whole school and as such, may take on different forms, including: protests, demonstrations, or strikes. Students' grievances can evolve from many sources but mostly from lack of facilities and resources. Other grievance-related sources have been observed as being reminiscent of hostility between individual teachers and students, stresses and tensions resulting from unsatisfactory examination results, lack of dedicated teachers who care for students' teaching and learning and even deterioration of amenities such as bad and inadequate food, etc. Unfortunately, there is no uniform formula for dealing with such chaos; overall, teachers and management continue to invent ways to deal with disruptive behavior, knowing well that no learning can take place in a chaotic class where disruptive activities persist. Inevitably, such activities cause harm in classrooms.

For many educators, corporal punishment is the use of physical or psychological force or action that causes pain in an attempt to prevent undesirable behavior from recurring—consisting of scolding, threats, deprivations and spanking—all of which are methods of punishment. Corporal punishment, in particular, including caning in schools, is discretionary and restricted in Tanzania's schools but continues to be perpetrated as a means of enhancing performance or to keep discipline among students despite criticism from human rights activists (Rajani, 2000). However, other regulations stipulate the conduct of students, such as the National Education (Corporal Punishment) Regulations (1979); and government circulars governing the conduct of national examinations, the National Culture Policy and the Education Act of 1978 (Nemes, 2013; Rajani, 2000).

3. Theoretical Perspectives on Learners' Discipline

The struggle to manage learners' behavior has been studied widely (Kabandize, 2004). Many theories inform the topic of “discipline” in general and learners' discipline in particular, and span the spectrum from management of classrooms, to theory of choice, counselling, behavior management strategies and psychological actions. However, three issues seem to dominate the debate on learners' discipline: (1) discipline as related to school or classroom management, (2) punishment as a strategy for social control, and (3) self-discipline or simply moral rectitude (integrity), particularly in the ways self-discipline promotes self-worth, emotional well-being, positive relations with others, and a positive school climate (Bear, 2010). Even though these three constructs seem theoretically related, they have different theoretical foundations. Nevertheless, the overarching assumption of these theories is based on an

overall rationale that learners' discipline must be maintained in schools at all times so that the culture of teaching and learning can run smoothly without disruptive behavior.

3.1 Discipline as Related to School and Classroom Management

Classroom management is a term used by teachers in the education field to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. According to Barbette, Norana, and Bicard, (2005), this process implies the prevention of disruptive behavior. Also, the process can be described as "all the strategies that can be used to coordinate, regulate, and organize individuals and their activities in the school" (Thornberg, 2008, p. 37) and put in place provisions and procedures necessary to establish and maintain an environment in which teaching and learning can take place.

Learner behavior management, a broader concept than classroom management, involves the management of learners' behavior within and outside the classroom (Adams, 2003). This may be one of the most difficult aspects of teaching for many teachers in Africa. Educators rely on psychologists and counsellors to handle difficult cases in classrooms. For this reason, few teachers learn valuable strategies during teacher training because the teacher education curriculum is often centered on beliefs about and knowledge of orientations and commitments, and a policy environment preoccupied with recruitment and retention, not on the tasks and activities of teaching (Ball & Forzani, 2009). As the epitome of society at large, the school becomes the greatest challenge for educators seeking to manage delinquent and deviant behaviors or difficult cases. In these circumstances, the role of the educator is "to police and maintain order in the classroom" so as to achieve academic objectives, thus creating a respectful and optimal work environment (Shechtman & Leichtentritt, 2005, p. 148). As such, and for this reason, discipline that ensures the safety of educators and learners and creates an environment conducive to teaching and learning, is of great importance in schools today and requires serious attention.

Until recently, science could tell us little about the causes of inappropriate behaviors and even less about the ways to address misconduct successfully. One explanation for misconduct involves Choice Theory. This theory brings learners to an awareness of their responsibility to make their own decisions about their behavior and eventually to be responsible for their actions. This style of discipline management strategy (Choice Theory) focuses not only on stopping unwanted behavior, but also explains the rationale for modifying behavior without using punishments following specific rules or rewards of any sort (Glasser, 2009).

It is also necessary to reference Dreikurs' (1968) social discipline model in which he exposed the causes of indiscipline. Dreikurs explained that man (sic) is recognized as a social being, his actions as purposive, directed toward a goal, and his personality as a unique and invisible entity. Accordingly, Dreikurs claimed that all behavior, including misbehaving, is orderly, purposeful and directed towards achieving social approval. Human beings have a need to belong and be accepted. People do not act according to the reality that surrounds them but according to their own subjective assessment of it. Unfortunately, when situations are open to personal interpretations, individuals make unavoidable mistakes in perception. Dreikurs asserted that all behavior is the result of a child's mistaken assumptions about how to find a place and gain access. Thus, when a learner is unsuccessful in obtaining acceptance, a pattern of misbehaving begins. These views are helpful in explaining the many situations found among secondary school students who act up in the classroom to draw teachers' attention or try to show off to impress other classmates.

3.2 Classroom Discipline, Rules, Routines and Punishment as a Strategy for Social Control

Both rewards and punishments are devices for controlling pupils' actions, termed discipline or behavior. Ansu Datta (1984) talked of the classroom as an organized community in which the class teacher and pupils interact. Here, the teacher presents a world of authority with knowledge of the subject matter to offer. However, according to Laslet and Smith (1993), rules and routines are determinants of the classroom environment (like the courts of justice) which ensure the provision of knowledge, and the classroom is ultimately attuned. Rules define the boundaries for behavior within a classroom, that is, "they are the teacher's expectations about what the pupils may or may not do" (Smith & Laslet, 1993, p. 17). It is interesting to note that even with statements of the teacher's expectations in place, some pupils may spend time trying to discover and test those rules (Stanley, 2014).

Classroom management is not always without troubles. Rules act as external controls on pupils' behaviors. The credibility of the teacher hinges upon his/her ability to enforce these external controls while infringement of the rules is a quick action toward confrontation or punishment. It is for this reason that Smith and Laslet (1993) advised that "formal classroom rules should be minimal but their purpose should be clearly explained to avoid any misunderstanding or loopholes" (p. 17).

Routines, on the other hand, regulate the flow of activities within the classroom and also reduce the complexity of learning to a more predictable sequence so that even pupils can work with plans and anticipations of future events. This is where lesson plans and schemes of work become beneficial for teachers as well as for the pupils because the materials provided are sequential and relevant, and typically follow known patterns or routines. Smith and Laslet (1993) suggested that routines should only mark the phases or stages to follow, and not become too elaborative, so as to allow for ease of transition from one class activity to another. In sum, well-planned routines create a classroom environment that is congenial and enables the avoidance of any frictions or misconduct.

Overall, it is widely believed that classroom rules and routines guide the direction of the classroom to allow for teaching freedom and the learning experience to take place. Routines also shape good habits. The assumption is that rules and routines will enable adolescents to build a staunch character that can aid them to thrive throughout adult life. Although a teacher may have many alternative punishments, most often corporal punishment is quick, immediate, and easy to administer, and frequently the one commonly exacted. Therefore, if rules are not well enforced and if the teacher is not confident and aware of how to deal with disruptive pupils, tensions begin to accumulate, thus leading to frictions and ultimately the need to administer punishment.

In sum, punishment is used in schools to instil discipline, and is imposed on students who violate the agreed rules and regulations in schools. It is designed to bring about a desirable change in behavior and therefore improve school discipline, if commensurate with the offense committed (Okumbe, 1998). However, what we have experienced in recent times are situations in which a student who commits an offence can easily go unpunished (Ehiane, 2014). Docking (2000) discussed the application of punishments in schools in the United Kingdom, and observed that some punishments were appropriate and constructive while others were undesirable and baseless, and instead, intended to instil fear. Unfortunately, fear cannot help the learner to build good habits or self-discipline.

3.3 Self-discipline and Moral Integrity

The aim of discipline is to help the individual to be well adjusted (Nakpodia, 2010). Nakpodia (2010) described discipline as methods of modelling character and teaching self-control and acceptable behavior. This implies self-control, restraint, and respect for self and others. However, Griffin (1994) pointed out that the paramount aim of school discipline should be to endow learners with habits such as self-respect and proper pride in their own integrity—qualities that enable them to observe the norms of good conduct when not under compulsion or supervision, and to carry these norms eventually into adult life. This means that sound discipline is an essential ingredient in the creation of a happy and industrious school community. Learners learn to the best of their abilities in an orderly and safe environment (Griffin, 1994). That is, the environment should not be intimidating or threatening to the learner. Mothata and Squelch (1997) argued that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be in jeopardy or disrupted.

According to scholars of the philosophy of education, modern notions of discipline usage in the literature have shifted toward a construct most commonly presumed to be imposed from “outside” ourselves that we “internalize” (e.g., rewards from good conduct or punishment for the lack of it). Emile Durkheim and Michel Foucault (19th-century educational philosophers) believed that discipline came from outside and as such sharpen us internally. They asserted that we become “moral” or “disciplined” as a consequence of the standards of conduct imposed on humans, and to which we are at first required to conform, and which only later become our own virtue (Giarelli & Chambliss, 1996, p. 158).

Foucault in particular was instrumental in deconstructing the notions of punishment in the 19th century. He presented a history of the changes in criminal codes and punishments to illustrate why those in power moved away from bodily punishment via torture (e.g., hanging in the public square) to a “gentle” punishment, such as prison sentences. He argued that society did not stop torturing people because it became more enlightened or civilized. Instead, the codes of “justice” were always biased because they represented and materially enacted social power. The difference between early modern and modern society isn’t that modern society is more civilized; it is just that punishment in pre-modern times had a logic that came out of a society ruled by the king and nobility. Punishment in modern society has a different logic because modern society is bourgeois, that is, controlled by the middle class, and the middle class has different social agendas than the nobility.

Foucault’s views endorse much of the education system in that punishment establishes the social power of the teacher in the classroom and enables teachers to impose social control. The teacher imposes rules on the pupils, and as students follow them students become “normed” to those expectations warranted by the teacher or school system. Supposedly, in this view, rules are to be followed; by following them, a student becomes normalized to fit in the culture of the school. Hopefully, those habits will translate into normal behavior in society later in adult life

(McHenry, 2000).

Other views like those of John Dewey submit that every task has its rules. Consequently, following the rules or regulations that govern the directives of the task leads to successful outcomes. Thus, submitting to the demands of a task drives the will to follow rules and norms (Smith, 1996). In short, discipline is conduct or something that develops with time, and depending on how we believe it happens, will affect the ways in which we educate. If discipline is seen as coming from outside us and internalized, teaching will seek to control students until they internalize discipline sufficiently to control themselves through their internal conscience—by feeling guilty due to either omission or commission.

With such understanding, and regardless of our own beliefs about discipline and how it occurs, learners' discipline becomes an essential ingredient of a school system seeking conformity with rules and regulations in order to achieve stated learning goals. The overarching assumption of these theoretical approaches is based on the rationale that learner's discipline must be maintained in schools at all times so that the culture of teaching and learning can run smoothly without disruptive behavior. This view validates much of the education system in that punishment establishes the social power of the teacher in the classroom and enables teachers to exercise their power to impose social control. The teacher enacts rules on the pupils; as students follow the rules, they become "normed" to those expectations warranted by the teacher or school system.

4. Research Methodology

The present study employed a cross-sectional research survey design in which a questionnaire was the primary instrument used to collect data. Convenience sampling identified six schools willing to participate in the study. Within each school 18 teachers were selected and received the questionnaire. In addition, document analysis, classroom observations, field notes, and interview data were purposefully collected from selected teachers with at least three years of teaching experience.

The survey questionnaire distributed to secondary school teachers contained 15 questions. Two main types of information were requested: (1) how widespread were indiscipline or disruptive behaviors in schools (captured by both closed-ended and open-ended questions); and (2) the link between indiscipline and academic performance, including all activities that take place in school environment (gathered through closed-ended questions). Some responses from the questionnaire were measured with a Likert scale—a five-point scale of opinions, namely, *strongly agree*, *agree*, *don't know*, *disagree* and *strongly disagree*. Researchers used this scale to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgment. In addition to the questionnaire, the researchers also conducted interviews with some of the administrative staff at the schools, such as the deputy head of school and the head of school, to further ascertain the effects of school discipline on students' academic performance. Survey data analysis was conducted on the survey data using the Statistical Package for Social Science (SPSS). All data were summarized and interpreted using percentages. Further analysis examined the relationship between indiscipline and academic performance.

5. Findings

The researchers were interested in identifying the actors who contribute to students' academic performance and whether learners' discipline has any influence on that performance. To do this, they sought opinions about: (1) the extent of disruptive behavior in schools, (2) the extent to which indiscipline was a major problem in schools, (3) the relationship between indiscipline and the reputation of the school, (4) measures taken to deal with classroom disruptions, and (5) the relationship between discipline and other factors that influence academic performance.

Table 1 presents the demographic characteristics gathered from participants. As it turned out, the response rate was small. Eleven male teachers and seven female teachers responded from the six secondary schools that participated in the survey. The majority of the teachers held bachelor's degree in arts and science.

Table 1. Demographic Characteristics of Participating Teachers

Factor	Frequency	Percentage
Gender		
Male	11	61.1
Female	7	38.9
School category		
Government-public	3	50
Private	3	50
Level of education		
Teacher training Diploma	2	11.1
Bachelor of ED (Arts)	6	33.3
Bachelor of ED (Science)	7	38.9
Master of ED	3	16.7

5.1 Extent of Disruptive Behavior in Schools

The results showed that more than 10 (55.6%) teachers reported high levels of destructive behavior at schools. But 48% of teachers suggested that the aim of discipline in their respective school was to help create an orderly learning environment; 27% said it was to develop good conduct; 15% said discipline maintained a safe school; and 10% said enforcing discipline at school enabled students to learn self-discipline.

5.2 Extent of Indiscipline (Disruptive Behavior) in Schools

To understand the dimensions of learners’ discipline, the study investigated the extent to which indiscipline was a problem and how widespread it was in schools. Teachers were given options to indicate whether disruptive behavior was a very big problem; a moderate problem; a minor problem; or not a problem at all. Figure 1 presents their responses. The results showed that teachers were split in appraising the extent to which their schools were affected by disruptive behavior. Of 18 teachers, 50% responded that the students’ disruptive behavior was a moderate problem in their school; 44.4% suggested that students’ disruptive behavior was minor in their school; and 0.167% indicated that students’ disruptive behavior was a big problem in their school.

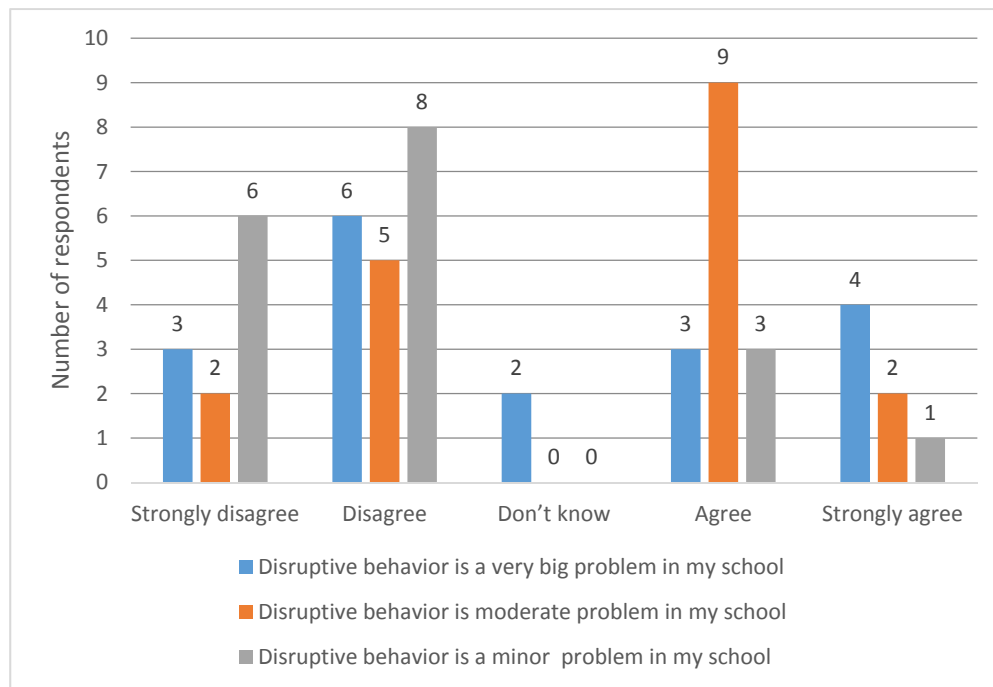


Figure 1. Extent to Which Students’ Disruptive Behavior is a Problem in Schools

5.3 Relationship between Indiscipline and the Reputation of the School

Teachers were asked whether they agreed or disagreed with statements about whether disruptive behavior affected the reputation of the school. Responses using the Likert scale demonstrated teachers' attitudes toward widespread indiscipline or disruptive behavior. For the question on whether indiscipline can impact school's reputation negatively, a majority (78.3%) agreed that indiscipline had a negative impact while 21.7% disagreed, meaning that widespread indiscipline cannot affect the school's reputation regardless of how students behave.

Table 2. Teachers' Views on Widespread Indiscipline and Its Bearing on School'S Reputation

Questions: Widespread indiscipline:	Number	Min	Max	Mean	Std Dev	2nd Quartile	3rd Quartile
1. can impact our school reputation negatively	18	1	5	2.50	1.45	1	4
2. does not have not have any effect on national results	18	1	5	2.95	1.40	1	4
3. does not have any effect on completion of homework	18	1	5	3.07	1.37	1	4
4. is easily controlled by teachers in the classroom	18	1	5	3.16	1.33	1	4
5. does not bother parents or friends (stakeholders) of the school	18	1	5	3.18	1.29	1	4
6. whether parents prefer schools that have minimum indiscipline	18	1	5	3.21	1.27	3	4
7. whether big class size is the main reason for disruptive behavior in the school	18	1	5	3.16	1.29	3	4
8. whether widespread indiscipline affects academic performance	18	1	5	3.19	1.28	3	5

Reliability Coefficient = 0.9562

Table 2 presents teachers' opinions on the impact of indiscipline on various activities: schools, reputation, national examination results, completion of home work, and so on. On the question of whether widespread indiscipline does have any effect on national examination results, teachers' views indicated that a majority (70.4%) disagreed with the premise that widespread indiscipline does not have any effect on national examination results; while 29.6% agreed that widespread indiscipline does not have any effect on national examination results. Equally, about two-thirds (66.7%) disagreed that widespread indiscipline does not have any effect on completion of homework while 33.3% agreed. On the last question of whether widespread indiscipline affects academic performance, the teachers were divided. Slightly more than half (50.1%) agreed that widespread indiscipline affects academic performance while 49.9% disagreed that widespread indiscipline is only a factor affecting academic performance. Table 3 shows the ratings for the other questions.

5.4 Characteristics of Good Behavior as Perceived by Teachers

Figure 2 presents teachers' views on the characteristics of good behavior. Results indicated that 32% of teachers said that working hard (i.e., studying hard and performing homework) is the main feature considered in academic performance. About 30% said students' attentiveness during class hours can influence good academic performance, and 28% mentioned obedience as the characteristic relating to students' academic success.

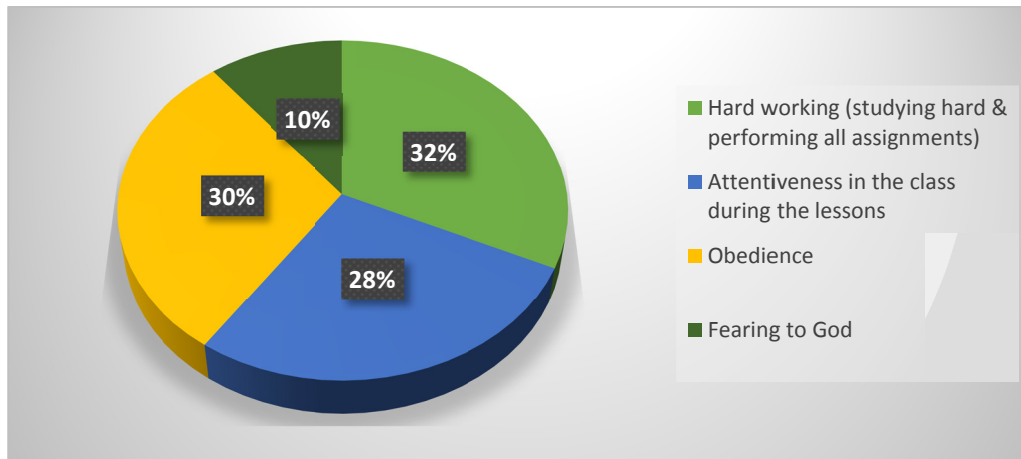


Figure 2. Characteristics of Good Behavior as Suggested by Teachers

5.5 Best ways to Deal with Misbehaving Students

Fourteen questions were posed to teachers to learn of their experiences in dealing with disruptive behavior in school. Responses followed a Likert scale. Table 3 presents their opinions.

Table 3. Measures for Dealing with Misbehaving Students

Measure	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
	Frequency	Frequency	Frequency	Frequency	Frequency
1. Enforce CODE of conduct and school rules with corporal punishment	0	0	0	14	4
2. Teachers need to be given more freedom to select appropriate punishment	6	5	0	4	3
3. Teachers tolerate disruptive behavior in my school	3	3	0	8	4
4. Students with disruptive behaviors need to be suspended from school	0	2	0	8	8
5. Students with disruptive behavior need to be expelled from school	3	4	0	7	4
6. Physical punishment is the best way to discourage disruptive behavior	0	2	2	8	6
7. Corporal punishment is appropriate for maintaining good conduct in my school	0	2	2	7	7
8. The use of corporal punishment is not common practice in my school	0	3	2	7	6
9. School rules are not helpful when dealing with students' misbehavior in the class	8	8	0	2	0
10. Teachers adhere to guidelines for dealing with indiscipline	0	0	3	7	8
11. Dealing with disruptive students is very challenging to me as teacher	4	3	0	7	4
12. Disruptive behavior is not punishable in my school	10	7	1	0	0
13. Teachers show anger towards students when giving corporal punishment	2	8	6	2	0
14. Use of corporal punishment in school improves students' academic performance	0	2	0	8	8
Total	36 (14.8)	49 (20.3)	16 (7.3)	81 (33.1)	62 (25.4)

5.6 Role of School Administration and Management in Maintaining School Discipline

Table 4 shows that the vast majority of teachers (94.4%) held an administrative role: to manage school discipline. This role affects students' academic performance. Many felt that punishment improved academic performance (16, for 88.8%) maintained school discipline, while 15 (83.3%) said rules and regulations in school affected students' academic performance, and 14(77.7%) reported that time management of school discipline affected students' academic performance.

Table 4. Responses on the Roles of School Administration and Management in Maintaining School Discipline

Roles	Response	Percentage
Management of school discipline affects students' academic performance	17	94.4
Rules and regulation in school affect students' academic performance	15	83.3
Administration's punishment in school improves academic performance	16	88.8
Time management is essential to maintain schools discipline	14	77.7

5.7 Discipline and Other Factors that Influence Academic Performance

Logistic regression was used to determine whether discipline, syllabus, school category (private or public schools) and school type (single or mixed school) contribute to school performance. Results indicated that the three-predictor model provided a statistically significant improvement over the constant-only-model, $\chi^2(3, N= 18) = 24.36, p= 0.00$. The Wald tests showed that all three predictors significantly predicted academic performance status.

Table 5. Multivariate Analysis of Factors Influencing School Performance

	Variables in the Equation						95.0% C.I. for EXP(B)	
	B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Discipline	0.511	.709	7.581	1	0.006	0.142	0.035	0.570
Syllabus	0.380	0.035	.000	1	0.029	3.40	0.021	5.308
School category	0.223	1.377	.294	1	0.588	2.474	1.032	7.048
School ownership	-0.079	0.034	0.349	1	0.687	0.873	0.592	1.031
Constant	10.24	0.00015	.000	1	0.999	.000		

Equation of model: in (odds) = 10.24 + .511discipline +.38Syllabus coverage+ 0.223 School category -.079 School ownership.

According to the data in table 5 and the equation provided in this table, discipline is the major predictor of academic performance, contributing 51.1%; and syllabus coverage, 38%. Private secondary schools were 2.474 times more likely to have good academic performance rates compared to public schools. Discipline, syllabus coverage, and school category had a *p-value* less than the level of significance ($p<0.05$); single or mixed schools negatively influenced academic performance while single-sex school ownership was less likely to influence academic performance.

6. Discussion

The present study surveyed divergent views and assumptions about the benefits of learners' discipline. Throughout history, experts have claimed that good behavior must be nurtured and rewarded; and bad behavior (misconduct) must be punished (Bear, 2008). Since inconsistencies and uncertainty were evident in teachers' methods for dealing with indiscipline in schools, we sought to understand how widespread learners' discipline was in schools and the challenges that teachers face in attempting to enhance current disciplinary strategies in secondary schools in Tanzania; and whether discipline bore on academic success or the school's overall reputation. The researchers reasoned that if a school is effectively disciplined, students' and teachers' academic performance will be highly rated.

Four findings stand out from this study and deserve comment. First, teachers were asked to what extent students' disruptive behavior was a problem at the teacher's school. The teachers were asked to agree with statements on

whether it was a big problem, moderate problem, minor problem, or no problem at all. It was curious and unexpected to have mixed results with no definite response. We suspected that private secondary school students were better behaved than their counterparts in public, government schools. However, in retrospect, we thought the reason for these results was that the question sought a response that could potentially be incriminating: that is, teachers might have felt uncomfortable divulging information about their school since misbehavior or misconduct are negative and no school is comfortable having that negative reputation.

Second, we were curious to determine how teachers perceived the aims of discipline in their school and whether discipline accounted for the reputation of the school. Often, parents have many opinions, particularly right around the time when the national examination results are announced—about which schools to send their children, private or public. This is a serious matter because some parents elect to forego government bursaries to educate their children in public schools and instead prefer to send them to private secondary schools, despite the expense. This minority of parents argue that they prefer schools with good discipline. We were also curious to know how the views of teachers compared to Bear's (2002) claims that school discipline helps create and maintain a safe and orderly learning environment and in teaching or developing self-discipline. The teachers were asked to indicate from among a set of options, which pointed to the aims of discipline. We were surprised to learn that teachers did not consider maintaining a safe school to be important; teaching self-discipline was even less so. The overarching aim of discipline in their respective schools was to help create an orderly learning environment.

The study also showed that teachers' views concurred with many parents' beliefs about discipline and its importance to the overall school climate. This finding revealed the complexity of the issues surrounding the notion of discipline and what it means to different stakeholders. For example, parents in Tanzania know that every effort and sacrifice needs to be made to send children to schools with "good discipline." They argue that students' future depends on it; academic success can easily be secured if students can find entry into "good" schools. In fact, parents believe that school discipline is beneficial to all students and consequently necessary for their early development.

To exemplify this conviction, parents often allude in casual conversations to the old adage summed up in the proverb: "spare the rod and spoil the child." This phrase means if a parent refuses to discipline an unruly child, that child will grow accustomed to getting his/her own way. S/He will become, in the common vernacular, a spoiled brat. But what then is parents' response to discipline? What's the meaning behind this proverbial saying from the Bible? Critics asked: does this Bible verse (Proverbs 13:24—"He who spares the rod hates his son, but he who loves him is careful to discipline him") really advocate the beating of children? Some believe in discipline, but not physical discipline such as spanking. This finding reveals the ambivalence witnessed in teachers' responses about what constitutes punishment. In fact, the word "rod" indicates a thin stick that can be used to give a small amount of physical pain with no lasting physical injury.

A similar proverbial "saying" commonly found among parents in Tanzania uses the fish metaphor in the Kiswahili phrase: "*samaki mkunje angali mbichi*," meaning, "bend the fish while still fresh." These examples of proverbs and sayings conjure many assumptions about discipline and what to do about it. Perhaps they explain in part the fierce competition among parents in Tanzania to send children to so-called "good" schools—that is, schools that implement social control measures and enforce learner's *discipline* to shape the *young fish while still fresh*.

Third, we explored teachers' views on school reputation and whether discipline had anything to do with it. Since parents in Tanzania believe that enrolling children in a school with good discipline will assure better academic performances, we asked about widespread indiscipline and its impact on school reputation or overall appeal to parents. Glasser (2009) claimed that discipline contributed to a school's good image and prepared learners for the future. He argued that disruptive behavior among learners was eliminated in schools with good discipline. Results showed that teachers supported the assertion that widespread indiscipline affected the reputation of the school. But we were surprised when we compared this response to the responses to questions on how widespread indiscipline or disruptive behavior were at their schools. Our suspicion that they did not wish to reveal the status of "disruption" would contradict this perception.

Finally, we sought to find out how teachers perceived the relationship between indiscipline and academic performance. The logistics regression model seemed to indicate that discipline contributed 51% to academic performance. This finding moved us to look further and compare this observation with the reality of national examination results in 2011, 2013 and 2014. Figure 3 shows the overall performance of the schools with fewer than 40 students in the four years; that is, 2010, 2012, 2013 and 2014. Figure 3 reveals that the schools performed well in 2012 with a mean score of 2.5736 as compared to other years. The mean score statistic enabled us to compare the results from year to year. In 2014, students performed better than in previous years.

Further, we examined schools in the top 20 ranking category. Our intent was to determine whether the assumptions of some parents about enrolling children in private schools could speak to issues of discipline. Though not surprising, the lists revealed that private, religious, and single-sex secondary schools were consistently in the top ranks. As suspected, these schools are known to be more disciplined than public schools. This phenomenon may be particular to the Kilimanjaro region where parents are conscious of children's education and bullish about sending their children to school.

This finding seemed to equally confirm teachers' perceptions in this study. However, when the heads of schools were probed further, it became clear that while resources and class sizes were contributing factors, discipline was the single most important factor enabling schools to excel in national examinations every year. One school head argued that "even with the best of resources and qualified teaching staff, a chaotic school will not deliver good results or produce students who rank highest in the nation or region." Thus, Figure 3 shows that schools' overall performance was good in 2014 with a mean score of 2.3163, followed by 2013 with a mean score of 2.1271.

Another issue that seemed to pre-occupy parents and teachers was the success of the school and its reputation. When we examined the reputation of schools in another study, we found many reasons for the belief that discipline is related to schools' success or reputation. We were curious to know what type of schools might fit the profile of "disciplined schools" and how the schools performed on national examinations. Generally, disciplined schools tended to be those characterized as: (1) private, (2) single-sex, and religious (or faith-based). We examined national examination results and schools' rankings in the Kilimanjaro region from 2010 to 2014. Table 6 summarizes the ranking of the 20 top schools with the highest mean scores. The 20 best-performing schools in 2010–2014 are listed in Table 6—their rank was tracked in subsequent years according to their overall mean score computed as a weighting mean for the 5 divisions, using the following scale: 5 for Division I, 4 for Division II, 3 for Division III, 2 for Division IV and 1 for Division O (zero).

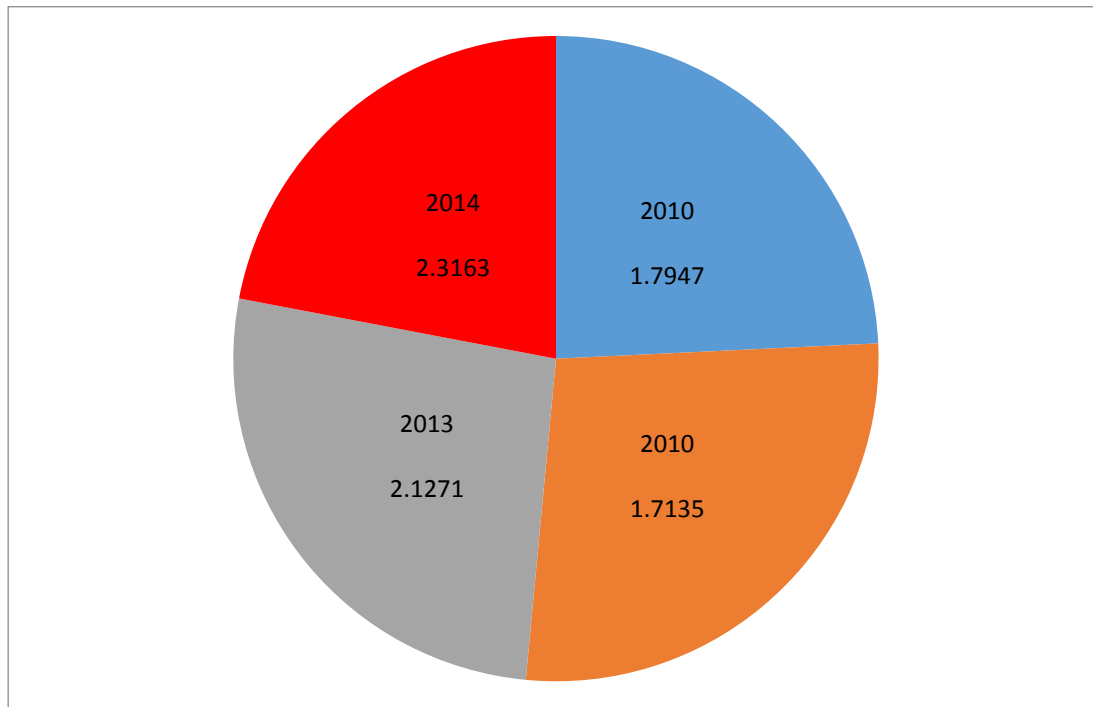


Figure 3. Mean Scores for National Examination Results, 2010–2014

Table 6. Best 20 Performing Schools, 2010–2014

Rank in 2014	Name of School	Mean Score	Rank in 2013 (Mean Score)	Rank in 2012 (Mean Score)	Rank in 2010 (Mean Score)
1	St. James	4.70	3 (4.74)	3 (4.18)	3 (4.13)
2	Anwarite	4.50	1 (4.82)	1 (4.43)	4 (4.13)
3	St. Mary Goreti	4.48	2 (4.82)	5 (3.95)	-
4	Kandoto Girls	4.40	5 (4.52)	2 (4.36)	6 (4.03)
5	Uru Seminary	4.40	6 (4.52)	6 (4.52)	1 (4.95)
6	Scolastica	4.39	11 (4.17)	8 (3.75)	7 (3.95)
7	St Stephen Boys	3.31	8 (3.75)	-	-
8	Kilomeni	4.27	14 (3.93)	-	12 (3.35)
9	Agape	4.24	10 (4.18)	10 (3.43)	2 (4.27)
10	St. Amedeus (Boys)	4.22	4 (4.63)	-	-
11	Mt. Clara	4.17	7 (4.51)	7 (3.78)	-
12	Visitation S. S.	4.05	9 (4.32)	-	9 (3.89)
13	Bendel Memorial	4.00	13 (4.10)	6 (3.82)	5 (4.07)
14	Kiraeni	4.00	20 (3.70)	17 (2.82)	18 (2.95)
15	Masama	3.99	-	-	-
16	Kibosho Girls	3.93	12 (4.11)	9 (3.55)	10 (3.69)
17	Joyland	3.91	15 (3.92)	11 (3.39)	-
18	St. Marie Eugenie	3.82	-	-	-
19	Kibacha	3.81	-	-	-
20	Magnificat	3.79	-	-	-

Table 7 shows the “top five” schools that dominated with high weighted mean scores for the years 2012–2014. Note that these schools are single-sex, private schools.

Table 7. Four-year Trends, Top Five Schools in Kilimanjaro Region

Name of School	2010	2012	2013	2014
Uru Seminary (Boys)	4.95	4.52	4.52	4.40
Anwarite (Girls)	4.14	4.43	4.82	4.5
St James (Boys)	4.14	4.18	4.74	4.70
Scolastica (Girls)	3.95	3.75	4.17	4.39
Kondoto (Girls)	4.03	4.36	4.52	4.40

7. Conclusion

This study examined the link between learners’ discipline and academic performance (e.g., national examination results) by analyzing the opinions and perceptions of secondary school teachers in Tanzania to establish: (1) the extent of disruptive behavior in schools, (2) the extent to which indiscipline was a major problem in schools, (3) the relationship between indiscipline and the reputation of the school, (4) measures taken to deal with classroom disruptions, and (5) the relationship between discipline and other factors that influence academic performance. Supplementary data were obtained from the Education Office on examination results for the years 2010, 2012, 2013 and 2014. Weighted mean scores for each school were computed as a weighting mean for the 5 divisions designed as a measure of excellence according to the following scale: “5 for Division I,” reflecting the highest level of performance; “4 for Division II;” “3 for Division III;” “2 for Division IV;” and “1 for Division O (zero),” reflecting the lowest level of performance. Rankings were undertaken to gain a better understanding of why some teachers and parents assumed that disciplined schools provide opportunities for students’ academic performance.

The study revealed the complexity of discipline as a construct. Theorists have insisted that learner’s discipline consists of methods for modeling character and teaching self-control and acceptable behavior that develop with time. The ways in which this happens will affect the way we educate. Equally, the research revealed the intricacy of relationships tangled around classroom and school discipline discourses of rewards and punishment, with no consensus emerging due to a lack of agreement on disciplinary measures and appropriate punishments.

The study also confirmed, though not conclusively, that a study of learners’ discipline carries many perspectives that

happen to mingle with aspects of rewards and punishments. These perspectives introduced many levels of difficulties that were apparent in participants' survey and interview responses. For this reason, the findings were not definitive and warrant further study with a larger sample, preferably a national sample.

In all, teachers' views are considered a significant area of study since academic disciplines and academic performances are at the core of today's education in Tanzania, as well as throughout the world. Parents and teachers tend to attribute poor academic performance to high levels of indiscipline. Some schools, especially public or government, have traded discipline and punishment for other strategies that have resulted in poor academic performance by students. These assumptions were examined, though partially, in the attempt to establish the link between school discipline and students' academic performance.

Study findings just scratch the surface of a complex issue in education, offering researchers a reason to pursue this line of study further. For example, an in-depth study of parents' assumptions about discipline and why they consider disciplinary measures necessary both for the education of children and for academic performance would have significant value. Future studies should also consider expanding the study nationally to capture the scope of discipline as well as to examine divergent perspectives on what constitutes disciplinary measures, social control, and corporal punishment.

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