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Management of student's discipline in a globalization world: A case of public secondary schools in temeke municipality

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Abstract

Student's improper behaviour has been over timing an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressive among peers, violence within teacher and students' relationship and vandalism as well, leading to the student's dropout, deviant behaviour, lateness and poor academic performance among students. This study intended to explore the management of students discipline in a globalization world a case of public secondary schools in Temeke, Municipality based on the following specific to assess the school-based factors that causes indiscipline among secondary school students in Temeke Municipality. To examine the most frequent types of students' indiscipline in Temeke Municipality. To determine how globalization contributes to students indiscipline in secondary school in Temeke Municipality. To explore the possible solution to curb the identified causes of indiscipline in secondary school in Temeke.

Five hundred and fifty (550) participants were conveniently sampled and head of school were interviewed within a period of 4 weeks. After studying the phenomena that were of interest to the study, and transcribing the various responses of the participants the results reveal that dealing with students needs time and sacrifices, the study revealed that most indiscipline cases reported by respondents is truancy, love affairs, bullying, fighting, improper dressing as well as hair cutting style. The study also found out that better method of managing discipline in globalization world is through guidance and counselling hence students are member of global citizenship, need of teacher with modern pedagogical teaching skills is added value in management of students' discipline. The study recommended that, government should make sure that all schools are fenced, and have facilities needed by global world in proving equality education for the benefit of the county in globalization competition social media is widely used by students of secondary schools for non-beneficial activities and less used for gaining knowledge and learning basis. Surprisingly, however, participants were in support of the idea that social media access to students contributes a significant quota to the academic life. On the basis of the above findings, it concluded and recommended that, to the leaders, policy regarding social media to students should be amended that teachers can have the ability to teach students the better way of using, This so called social media.

Keywords: Management of student's discipline, globalization world

1. Introduction

Accessibility of secondary education in Sub-Saharan Africa countries and Tanzania, in particular, is considered important in the education system and for the development of the country's economy. Inputs into higher education and in the labour force in Tanzania depend on qualified outputs from secondary school (Hakielimu, 2007, Wedgwood, 2007, URT, 1995) ^[17, 46].

The importance of the secondary school's education for instance, as a subsector is also evident in the secondary school Education in Africa Initiative (SEIA) report. In the report, interests in raising demand for secondary school education to accommodate the children completing primary education are emphasized.

Vavrus (2009) ^[45] maintains that improving the quality of education schools' education is considered important for educating the needed work force for different sector in member countries including Tanzania. Therefore, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined.

Student's improper behaviour has been over timing an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressive among peers, violence within teacher and students' relationship and vandalism as well, leading to the student's dropout, deviant behaviour, lateness and poor academic performance among students. Good discipline is considered to be one of the major attributes of effective's school and many failing schools have been blamed for lack of discipline. (Findley, 2022)

Effective school management and classroom management strategies can minimize indiscipline behaviour; maximize teaching and academic learning time. Indiscipline is an incident of disruption that affects school interaction. In secondary school, there are different forms of in discipline including truancy, lateness to school, cultism, drug abuse, stealing and so many. (Wedgwood, 2007) ^[46].

Children with indiscipline cases lack self-control, do not respect authority figures, including parents, have no understanding of appropriate behaviour, are selfish, unpleasant, and unhappy, and lack empathy, patience, and the ability to share and make friends. They are also more likely to harm themselves and others through negative behaviour. Also, various indiscipline acts that occur in the schools include drug abuse, bullying, strikes and demonstration, absenteeism, fighting, among students and refusal to do homework. These indiscipline cases can affect students, teachers, family and community at large. Many secondary schools experience indiscipline cases which have affected the learners' academic performance and their progress in school. Woods, Nicholson & Findley as cited in (2022), state that good discipline helps to develop desirable study behaviour', if the school has effective discipline, the academic performance was be good. Good discipline at school plays a vital role in the acquisition of responsibility in learners as well as education.

The problem of misbehaviour among students is fast becoming a broad problem as it affects the family and the community at large. Various indiscipline acts may affect the family by stealing the properties of home hence loss of family and community properties, it can increase insecurity I the community, it can conflict among members due to fight and stealing, drops out of the school due to getting pregnancy and it can lead to transmission of sexual transmitted disease like HIV AIDS, Syphilis, and Gonorrhoea, Alonge, (2014) ^[11].

Management is the art of getting things done through and with the people in formally organized groups (Koontz, 2019). Management of students with improper behaviour involves planning for prevention measures, organizing actions for the treatment of indiscipline students and controlling the school situation to prevent further indiscipline from recruiting, Mfabi et al (2009), management is the process of working with and through people to accomplish organizational goals. Management of students' discipline deal with the establishment of rules and regulations as well as planning activities that aims at fulfilling the objectives of a school. School rules are suggested or self-imposed guides for school communication for conduct or action or an accepted procedure and custom. Rules or standards of behaviour in

school can be community regards as a socially acceptable pattern of behaviour expected of every individual in the school (Harris, 2005) ^[18].

Lupton and Jones (2002) ^[13] argued that effective school demonstrate sound inclusive practices, such as school rules and regulations, collaborative leadership and good management practice. The school rules and regulation, prescribe the standard of behaviour expected of the teachers and the students. Adams (2003) ^[10], school's rules and regulation are among the strategies designed to install good conduct of students. This implies self-control, orderliness, good behaviour and obedient to school authority are among the discipline behaviour expected from all students.

The study show that there are challenges facing the management of indiscipline in secondary schools in other countries, challenges include, inadequate leadership knowledge on discipline ,lack of support from other teachers, parents interference, lack of interest in students especially on guidance and counselling, un-conducive teaching and learning environment hence community interference, lack of support by superior like District Education Officer, and teachers being bad Azizi, et al (2009) did a study on level of students discipline problem and dominant factors attributing to students discipline problem among secondary school students in Johor in Malaysia. The study showed that level of discipline among students was very high especial for absenteeism problem. The results showed that the students with family problems, always hang out with friends and others faced high level of discipline problem compared to students with no such problem. Mwangi (2003) ^[14] in Kenya suggest that, there is a correlation between school organizations where there is discipline and academic performance. According to him, a school's climate that is characterized by social reward for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance.

Rwamba (2004) ^[41] argue that, lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. This suggests that there is a relationship between discipline and learning. Due to the challenges facing management of indiscipline , there are different ways can be used to manage the indiscipline cases in secondary school in Kenya for example , has employed the following strategies for effective management of indiscipline: positive approach , teachers effective training, modernizing the role of education welfare services, making parents face up their responsibilities, use of punishment accomplice with guidance and counselling and starting a national behaviour and attendance strategy for school. (Adesina 1990).

1.1.1. Conceptual Orientation

Discipline as a branch of knowledge, training that aims to develop self-control, accepted character, orderliness or efficiency, self-control and obedience and these are enforced by a system of rules and regulation. Effective school and classroom management strategies are important to promote teaching and student learning. Without effective's management, disruptive school and classroom behaviour like truancy, out of seat and talking can became a constant struggle for school management and classroom teacher. Such behaviours can lead to decreased academic learning time and academic performance. Adama, 2018 in his book, Discipline

in work place, assert that, any good results are a product of good discipline and self-control.

People can only contribute to and gain from globalization if they are given the knowledge, abilities, and rights necessary to seek their fundamental means of subsistence. They require work, income, and a safe environment. These are the fundamental prerequisites that provide people the ability to actively participate as citizens in their local, national, and international communities. These objectives can only be achieved if national governments provide appropriate funding for the environment, basic infrastructure, and education, and provide institutional frameworks that guarantee widespread access and opportunity.

Every society has a major concern for education. The transformation that is profoundly influencing our world in the fields of science, technology, economics, and culture is at the core of education, which serves as the cornerstone and primary driving force of economic, social, and personal development. It is the driving force behind social change and scientific advancement, and in turn, it is subject to the outcomes of the advancement that it has itself created, both in terms of content and stated goals as well as procedures and established practices. Despite the aforementioned realities, some claim that education systems today don't seem to accommodate for the new needs that people all around the world are facing. René Bendit and Wolfgang Gaiser (2019), for instance, note the following regarding education.

“The education system has failed to meet current social challenges. The increase in youth problems such as a problematic transition to the working world, increasing poverty, teen age pregnancies, drug abuse, intolerance towards minorities, juvenile delinquency and violence, are treated as a reflection of the fact that schools are no longer have any connection with the real life world.

In order to integrate into the world economy, people must not only acquire the knowledge and tools of traditional knowledge, but above all, they must be capable of acquiring new skills demanded by a knowledge society. Indeed, the resulting rapid change in technological and scientific knowledge make learning a permanent process, a lifelong learning process in the words of the Report of the International Commission on Education for the 21st Century to UNESCO, entitled: Learning, the treasure within.

1.1.2. Contextual Orientation

School discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Approaches to school discipline range from restorative (e.g., school wide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment). When considering approaches to school discipline, the social discipline window is a conceptual model that provides way to maintain social norms and behavioural boundaries while defining restorative practices as a leadership model for parents in families, teachers in classrooms, and administrators in organizations. How school discipline is handled has a great impact on the learning environments of schools. In Temeke Municipality public secondary school, discipline issues are a major problem for a so long. The reports of the school principals, regarding the behavior of the students of Temeke have been negative and sad about the

discipline of the students. Incidents of students fighting, engaging in criminal activities, playing pranks, chronic absenteeism are characteristics that many Temeke schools have. The information of the students of Temeke municipality joining criminal groups such as Panya Road has been reported even by the media. In 2021, the police commander of the special region of Dar es Salaam said that of the 164 criminals arrested for involvement in corruption, 37 were students in Temeke Districts, Temeke and Ilala, this is enough proof about the state of discipline in these schools and, this study touches on the importance of discipline and how to strengthen discipline in the school. This study supports the idea of Rwamba (2004)^[41] and Mwangi (2020) of discipline matters and school performance.

1.2 Study objectives

1. To assess the school-based factors that causes indiscipline among secondary school students in Temeke Municipality.
2. To examine the most frequent types of students' indiscipline in Temeke Municipality.
3. To determine how globalization contributes to students indiscipline in secondary school in Temeke Municipality.
4. To explore the possible solution to curb the identified causes of indiscipline in secondary school in Temeke.

2. Past literature

There is efficacy of the strategies used to manage indiscipline in secondary schools. Some are Locham (2010) when he writes on perception of indiscipline in Trinidad Islands. The book explains how school factors responsible for the level indiscipline, teaching strategies and teachers' attitude, media including television, radio, internet and video games, the home environment, anger issue and peer pressure.

Shah et al (2012)^[32] on his book about psycho-behavioural factors contributing to truancy among Malaysian (Malay) secondary school students, he revealed that, the overall prevalence of truancy was 30.2%. The predictors to truancy were aged; students who have not completed Quran recital, copying strategies using problem solving methods and time spent watching television. They recommended that truancy is a social issue which must be given seriously attention by all concerned.

Grossnicle and Seeks (2021) Consistency Discipline, they narrated that, school manager should spearhead the formulation of school rules and regulation which was give guidelines for school discipline. Rules and the results of breaking them should be established and communicated effectively. More over the book explained that, once rules have been made known, fair and consistent was be great when fewer Individuals are responsible for enforcement. Giving chance to present their side of the story and establish an appeal process was also increase students and parents' perception of fairness. The nature of teaching methods by teachers, instructional materials, and the relationship of the teacher to the students are some of the important factors in dealing with the students' discipline.

Numerous studies have been conducted on head teachers as the central pillars and prime mover in the school discipline, and management process: public, private, primary, Secondary, or kindergarten. Mpaata (2017)^[35] concluded that school discipline effectiveness and the ultimate education delivery could not be realized if the leadership function is not

performed well. The study noted the urgent need to allocate enough resources to ensure that qualified teachers are recruited and prepared to keep staff attendance registers, maintain personal files for each pupil, maintain an updated enrolment list, and prepare pupils' progress report cards as per regulations. In this way, the school policy on teaching and learning and attendance would be realized.

Mohammed (2016) noted that effective leadership could determine the proper implementation of the education policy by identifying and correcting improper behaviour through constant interaction with teachers and monitoring. In the same vein, the study by Hope (2002) equally asserts that monitoring as a form of supervision involves inspection to determine if teachers who are the implementers of education policies are achieving the policy's results and if the implementation is implemented congruent with policymaker's intent. Monitoring detects variations, shortcomings, and compliance in the process. This means that deficiencies are detected; the head teachers can intervene to assist teachers and staff in implementing the policy according to expectations. That is why consistent monitoring is an essential supervisory activity for the head teachers, which involves visiting classrooms to observe congruent actions with the procedure and reviewing data from indicators that reflect change towards the policy's goals.

According to UNESCO (2009), where head-teachers have competent staff, whom they can delegate some of their days to day responsibilities, they still have a duty of leading staff on many occasions such as meeting with students' parents, taking down their suggestions and opinions, and inviting them to participate in the school; motivating teaching and non-teaching staff in education and make sure that they are working together and above all else interpreting to policy and explaining it to all. Meanwhile, Grant makers for Education observed that implementing any new policy is an essentially challenge in endeavour involving various stakeholders and systems. It is interesting to note here that policymakers who develop and politicians who enact the policy are not charged with determining its application. This underscores the importance of head teachers in understanding the educational policy's details and the general management and implementation process.

Kunter et al. (2013) state that success in education originates in the professionalism of teaching, competence, and commitment based on knowledge, skills, values, and attitudes. Teachers 'accountability for effective instruction is assessed in terms of their school performance. For this fact, school leaders' effectiveness in improving academic performance and quality education in schools would foster teachers' commitment.

Mbiti (2007) ^[29] revealed that students' misbehaviour is a severe hindering factor for teachers' commitment, making teachers teaching below the expected standard. Issues underlying teachers' misconducts include; absenteeism, sexual abuse, drunkenness, examination fraud, and unethical dressing. In a recent report from Twaweza (2016), students' misbehaviour' was high, up to eleven per cent to 30% in Kenya and Uganda, while Tanzania led other states by 25%. The Head of schools is accountable for enhancing students' responsibilities, commitment, and learning accountability. Studies and educational documents show that the head of the school's primary role is to supervise teaching and learning activities and monitor teachers' and students work implementation.

Guardians, parents, and pupils have a different view on teachers' absenteeism in various ways. A study conducted by Clotfelter, Ladd, and Vigdor (2006) ^[8] Using data from North Carolina Provides U.S based causal-effect evidence that teachers' absence negatively affects students' achievement. The study used an extensive database in which teachers were observed in several years; the review was able to control for time-invariant, skill, and effort-levels of teachers.

The study evidence indicates that ten more days of teacher absences affect student achievement by 1% or 2% of a standard deviation. This finding, however, talking of the average effect across urban and rural Urban districts.

2.1. Globalization contributes to student's indiscipline

There is efficacy of the strategies used to manage indiscipline in secondary schools. Locham (2010) argue that, misbehaviour is a global issue when he writes on perception of indiscipline in Trinidad Islands. The study explains how factors like globalization and its effects responsible for the level indiscipline, teaching strategies and teachers' attitude, media including television, radio, internet and video games, the home environment, anger issue and peer pressure.

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Teachers, who help students to constructively focus on their discipline, encourage the students to become involved in school activities identify specific students learning needs and show them how to become useful persons of the future. In situation where there are long serving teachers, they have a sound knowledge base, are actively engaged with the make-up of their academic discipline, have a firm understanding of how students learn, and the skills necessary for students to meet high standard (Singham, 2003) ^[44].

In high poverty schools, teachers who lack these qualities are often not provided with professional development opportunities, resulting in increased frustration to high teacher turnover. Excessive teacher turnover in low-income communities appear to have an impact on students 'achievements. (Darling-Hammoud, 2003). The high teacher turnover rate results in a low teacher commitment rate where many school-teachers are poor adult role models and choose not to engage with students and this result into indiscipline of students (Behr, 2001) ^[40].

Highly qualified and engaged teachers passionately believe that they make a difference in the lives of students who are indiscipline by changing them to be person of substance because of their teaching practices and personal concern for their students. (Secada, 2008) [25]. Having caring, quality teachers who bring meaning into their relationship with students provide students with respect, high expectations and trust of the student's intellect to find solutions to problems and this encourages them to abandon indiscipline acts. According to Glass (2004) [14], teacher who is successful with socio-economic students use logical consequence to direct students to learn appropriate behaviour; they build relationships with students and to make learning relevant.

The preceding observations imply that excessive teacher absenteeism is a serious offense by law the world over. Many countries have put a legal framework to mitigate the problem. Given the severity of the problem and the implications it has in the teaching and learning, particularly in developing countries, ADEA (2015) proposed way's mitigate teacher absenteeism in Africa such as: improving the working condition of teachers, introduce teacher allowances/bush allowances for the teachers working in remote areas as a way of keeping teachers in schools. Another proposal ADEA made was that there should be an 'ICT based application to report teacher absenteeism daily by schools and undertake analysis of absenteeism patterns by an individual teacher and school' (ADEA, 2015). Implementing an information management system in the education sector to coordinate the reporting mechanisms concerning teacher absenteeism and other educational activities is critical in enhancing school effectiveness and efficient management.

In contribution to the same discussion, Rogers, and Vegas (2009) also listed ways in which teacher absenteeism could be reduced namely, by providing necessary facilities, and teaching materials, career improvement, pension, health insurance, and internal motivation (Rogers & Vegas 2009, p.19-20).

The best method for combating teacher absence and encouraging better performance in any given school system was depend on the context, including the profile of teachers, the general quality of governance in the country or region, the amount of support and monitoring the education ministry and the extent of community involvement in school management. Proper management of schools and teacher incentive provision has a role in addressing teacher absenteeism in schools.

Like other developing countries, Tanzania is facing the problem of teachers' absenteeism. For example, the Hakielimu survey showed that 41% of primary and secondary school once in the previous three months, compared to only 18% among urban teachers' Again, the World Bank survey (as cited in Anamgsye, 2005) found that 38% of primary school teachers were reported to have absent for a minimum of two days in the past week the reasons for higher absenteeism included illness and authorized absences mostly collect payments from the district education offices, working on shambas and participating in cultural activities. This situation caused teachers to fail to attend their lessons. As a result, a large number of scheduled classes did not take place. This explains why the Tanzania dramatic increase in school enrolment have not yet translated into improved learning outcome for children (Das & Dercon, 2005)

2.2. Possible solution to curb the identified causes of indiscipline in secondary school

There are different ways used to improve student discipline in secondary schools some of the ways to improve discipline are cooperation among teachers, student and parents, application of punishment effective control of school's rules and regulation. The following scholar have studied on the way improve student indiscipline of follow as follows; kindiki (2009) studied the effectiveness of the communication on student discipline in secondary school in Kenya. She used qualitative approach and interviewed 20 student and 4 teachers in Naivasha district in Kenya she found that level discipline in secondary school in Kenya was very loss as school administration rarely discussed implementation of rules regulation to student hence there are poor channel of communication as a result , ineffective communication led to conflict ,chaos misunderstanding and lack of confidence in school administration .kindiki (2009) argued that school could sensitize student through guidance and counselling sessions on barriers to interpersonal communication that hinder effective communication including fear of the administration by the student especially where it is not open but autocratic and ignored student "grievances ,lack of proper hierarchy of authority to whom grievances are forwarded , peer pressure , inadequate guidance and counselling unit , clearly stated rules and regulations to guide student "behaviour and interference by overprotective parent and guardian. However, kindiki (2009) study was done in Kenyan where the education system significantly varies from that of Uganda .it is evident that secondary head teachers need explore more amicable ways of dealing with student discipline issues. effective communication is essential in school for coordination of school activities as through communication, all member of the school community was be aware of the day-to-day happenings in the school. it is therefore imperative that in communication in school be improved for higher standards of discipline to be realized kindiki recommended that the school administration should initiate dialogue when dealing with student to discuss discipline matters, rules and regulation. Regular meeting and morning assemblies should be as main channel of communication. Guidance and counselling were seen to be effective ways of communication to overcome barrier of communication

Palmer (2008) states, "good teaching requires self-knowledge. In order to connect with student, good teacher make affective connection related their subject matter and student. The connection is reflected in the teacher "spirits and they create a desire to learn among student. One methodology that focuses and understanding what is good, and in this case, effective teaching is appreciative inquiry. Teachers' roles are very vital towards student's discipline; they are parents away from home. Teachers set rules and regulations which once broken certain punishment which is given like hard labour and some extent administer punitive punishments. Teacher's perception towards students also contributes significantly to students' discipline since they are responsible for guiding them in various ways paving ways for their better future.

In developed countries however teachers in schools with more than two – thirds low income or minority students are least likely to report their students worried a great deal about doing well in school, and most likely to report that their students are only doing enough work to get by (Moreiras, 2003). However, minority students are more likely than white

students to worry about doing well in school. Students overall worried more about doing well in school than they did about being safe at school, travelling to and from school, travelling to and from school or being liked by their peers. In a study carried out by Erich Gundlach, Keil (2003), few students strongly agree that teachers think about students as individuals and not as part of some group; respect all students and know a lot about the community or neighbourhood. Teachers' Opinions are similar few teachers strongly agree that teachers in their schools respect all students, and less than half of teachers strongly agree that teachers in their school think about students as individuals, and not as part of some group. Involving students governing bodies like student's council in the discipline processes and promoting student reflection about their own behaviour is the key to effective discipline.

Egwell (1989), strongly advises that students should be treated humanely, that is without prejudice that they are naturally indisciplined and unable to think maturely and that they can significantly contribute to the policy processes of the school. Grounded in the belief that students are entitled to quality education, educational reforms have taken place and are directed towards improving the quality of education. These reforms world over is demanding greater performance and commitment from teachers, holding teachers and supervisors responsible for the performance of the student in secondary school and maintaining their discipline. Teachers are held responsible for the quality of student's work. The quality of student's contributions, assignments result show whether there has been in improvement or not. Current models of supervision portray the teacher as participants rather than observers in the learning process.

The emphasis of these models is the importance of continuous improvement for both the teacher and the students alike. Ehrenberg and Brewer (2004) highlight seven important factors an effective school must exhibit. These include; instructional, clear and mission, safe and orderly environment, eliminate of high expectation, frequent monitoring of student progress, positive home-school relations and student time on task as opportune moment to learn. Policy makers in the education sector would do well if they realized that collaboration. Tearing peer view, coaching and monitoring are critical components of professional development efforts. Schools that promote a culture of performance and continuous assessment offer the capacity to enhance student achievement and the teacher's professional growth (Furtwengler, 2005). When teachers reflect on what and how students learn and use this knowledge to modify their instructions accordingly, better teaching style and learning occur.

The feedback from such teaching can serve as an effective tool for teacher improvement, so it is not only the students benefit but also the teachers. Ineffective communication between the students and the school administration causes students indisciplined. This study was therefore done by establish the effectiveness of communication of students' discipline in secondary schools in Uganda. Establish an effective communication system establishes the relationship between and among teachers, non-teaching staff and students within the school.

The role of the head teacher, as an administrator can only be realized by established comprehensive system of communication. Communication is essentially bridge of understanding between people in any institution (Mbiti,

1974). Charles (1989) notes that in the school setting, discipline help student to do those things necessary for enhancing their education while limiting those behaviours that are self-defeating. Indeed, students require discipline for social developments and for adequate educational progress. Asiedu-Akrofi (1978) two kind of discipline have been identified. One exists in a situation where the rules and regulations of the school are passing supported and obeyed by the students. They do not have reason to believe that they are being forced to comply with the rules. They understand them and sometime participating them in making them. It is believed that this kind of discipline encourages responsibility and cooperation on the part of the students. The other considered to be externally imposed and so denies students the chances of learning to exercise their sense of judgement as well as responsibility.

(Mbitti-1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly. In the United States of America, Cotton (2000) studies the modes of students control in public Schools and found that students broke the rules because they were not involved in the developing those rules. He recommended an open-minded approach to school rules and regulations is important to minimize unwanted students' behaviour in schools. He believed that since most schools rules and regulations are set without student participation, Students tended to resist them and at times broke them leading to indisciplined acts, which resulted into suspension, dismissal, with the consequences of affecting their academic performance.

In Uganda, Mpisso (2004). Found various types of punishments that are administered in the secondary schools including reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school. He suggested that punishment may not necessarily lead to school discipline.

As Mafabi, et al (1993) opined, punishments are expected to suppress unwanted response during the time students are under teachers' observation. This implied that punishments in a school system are expected to teach students the relationship between their behaviours and outcome or accountability for their mistake. Docking (2000, carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishments were appropriate and constructive while others were desirable. Those undesirable instilling fears.

Cantet (2000) agreed with docking and argued that corporal punishments should not be used because no evidence suggests that they have produced better result academically, Everton, et al (2003) in elementary schools in the United Kingdom, these scholars established that, small children tend to regard all punishments as unfair and undiscovered. However old students generally regard punishment for misbehaviour as fair and accepted, provided that the punishments fit the crime.

In Botswana, Koereng (2004) observed that head teachers did not punish the students for misbehaviour and did not have control on some punishments even if cases could warrant suspension or expulsion. The consequence is that students could misbehave even in front of these powerless head teachers whom they know had no power to take any action.

Johnson, et al (1992) did a study on discipline in Scottish secondary schools. They used a postal survey which looked two different groups on people; teachers from Scottish secondary school in the state section. The study suggested that school and society were out of the step and that discipline would be improved of the society could be changed, if the parents would recognize and support the effort made by school.

3. Methodology

This study was mainly use mixed approach research method whereby both quantitative and qualitative means of data collection was be employed as it was deal with numbers, logic, and an objective stance and qualitative approach was be integrated together. This approach was therefore help the researcher on better understanding on a research problem by converging numeric trends from quantitative data and specific details from qualitative data. The use of mixed approach was enable a researcher to triangulate the qualitative and quantitative data results to elaborate, illustrate, enhance and clarify the findings from qualitative with quantitative results. In this study the researcher combined quantitative and qualitative strategies to gather the relevant information. Target population was teachers, students and heads of schools in secondary schools in Temeke Municipality. For this study, the targeted population is school heads, teachers, and students of Public secondary

schools in Temeke Municipality. Therefore, the selected four secondary schools in Temeke Municipality with a total number of one hundred and twenty (500) participants was be used as sample.

In this study, the information concerning the role of teachers’ on improving students behaviour, learning and teaching in secondary schools was be collected with the aid of three instruments namely; questionnaires, interview checklist and documentary review. Quantitative data collected through questionnaires was being coded, categorized and ordered according to the emerged categories of the responses. The coded data was analyzed by using descriptive statistical techniques giving frequencies and percentages. Statistical Package for Social Sciences (SPSS). On the other hand, the qualitative data collected through interviews was analysed using content analysis.

4. Findings

4.1. Assess the school-based factors that causes indiscipline among secondary school students in Temeke Municipality

The first research objective sought to describe the school factors that contribute to indiscipline amongst students in secondary school in Temeke Municipality. The data collected were obtained from students, teachers, head of school, and psychologist. The findings of the study revealed that teachers, teaching methods and school environment contribute in indiscipline.

4.1.1 The following list contribute to Indiscipline in this school

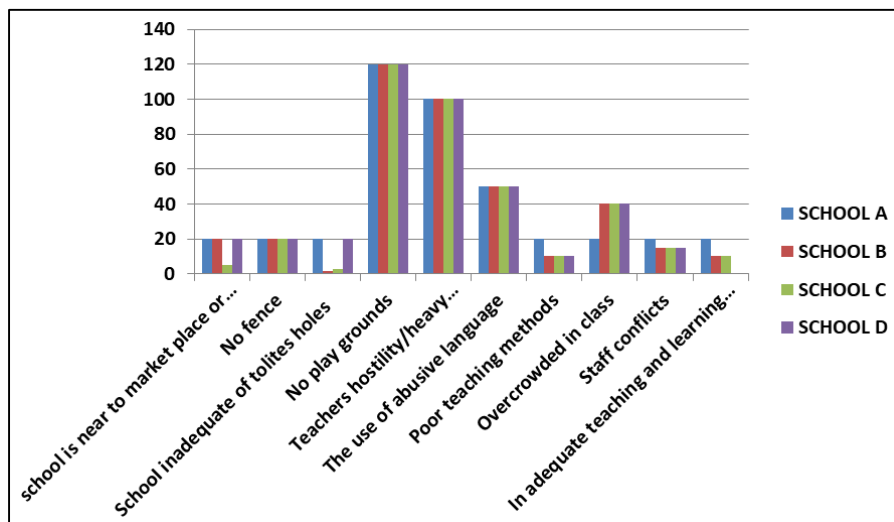


Fig 1: Indiscipline issues

From the figure above, the respondents mentioned the causes of students’ indiscipline that results from school factors. Teacher used different methods in managing in discipline to students. Through counselling, students are given solutions on how to deal with psychological problems which might

affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them deal with particular issues surrounding their lives. As a result, it was important to establish the approaches used in counselling in secondary schools in Temeke Municipality.

Table 1: Approaches used by teachers in dealing with student’s behavior in school

Variables		S.A	A	N	D	S.D
I employ dynamic interactions of a group of students approach	Frequency	14	6	0	0	0
	%	60	40	0	0	0
As school counsellor use small-group counselling approach	Frequency	0	5	0	15	0
	%	0	33.3	0	66.7	0
I use therapeutic interventions approach	Frequency	4	8	0	5	2
	%	20	40	0	33.3	6.7

I use student-focused interventions	Frequency	2	6	0	5	7
	%	6.7	33.3	0	26.7	33.3
As a counsellor I understands and respects the society created by student	Frequency	0	4	0	7	9
	%	0	20	0	33.3	46.7
Am sensitive to all levels of communication being used by the student being counselled	Frequency	2	10	2	4	2
	%	6.7	60	6.7	20	6.7
I make counselling office an enjoyable	Frequency	6	6	3	2	3
	%	33.3	33.3	13.3	6.7	13.3
I use one-to-one sessions	Frequency	9	11	0	0	0
	%	46.7	53.3	0	0	0
I use Nondirective Counselling	Frequency	6	9	2	3	0
	%	26.7	53.3	0	0	0
I employ open-ended questions to help the child-clients enter into a dialogue	Frequency	2	3	0	5	10
	%	6.7	13.3	0	20	60
I use of online systems to provide individual and group counselling	Frequency	2	3	0	5	10
	%	6.7	13.3	0	20	60

Source: Field Data, 2023

Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree

From the findings in table 2, it is evident that 60% of the teachers employed dynamic interactions of a group of students' approach which aids in shaping and managing the behaviour of students (Mutie and Ndambuki, 2002). Even so, 66.7% of the teachers disagreed that they use small-group counselling approach. In addition, 40% of the teachers affirmed that they use therapeutic interventions approach while 33.3% of the teachers noted that they use student-focused interventions. On the contrary, 46.7% of the teachers strongly disagreed that they understand and respect the society created by students. Therefore teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students (Musembi and Siele, 2004). Nonetheless, 60% of the teachers confirmed that they are sensitive to all levels of communication being used by the student being counselling. Teachers also make the counselling office enjoyable as evidenced by 33.3% of the teachers. Further, 53.3% of the teachers confirmed to using one-to-one sessions and nondirective counselling as shown by 53.3% of the teachers. Also, 60% of the teachers denied to having employed open-ended questions to help the child-clients enter into a dialogue. Similarly, 60% of the teachers strongly disagreed that they use online systems to provide individual and group counselling. From the aforementioned findings, it is clear that a number of approaches have been put in place to address the problems experienced by the students though the efforts are not sufficient. Further, through guidance and counselling students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily life hence the need to enhance the approaches used in guidance and counselling.

During an interview that lasted for 25 minutes one of the heads of school in school A when responding to the question he added that:

“Counselling for students is a very good and important thing, many teachers believe in guiding the student, but we do not have enough methods and education about counselling and counselling, with the government having a policy of education and a guideline about education, the challenge is still very big. First, there is no special office/room or counselling curriculum, perhaps only for teachers' colleges, there are no special rooms to provide this service to students, and even the teachers themselves

do not have enough power, which is why the problems of discipline are so great. These children go through a lot of things that hurt their feelings, their health, their minds, their relationships with the community but they lack the right people to listen to them and lead them well. Even those who have Counsellors in the street are ineffective and completely misleading Counsellors, it must come to a place where this profession is given its place and importance, too many schools they have discipline teachers who wear the turban of advice, believing more in the use of force and punishment than sitting and talking with children about their personality and behaviour in order to facilitate teaching and maintain good morals”. (June, 20, 2023).

Another head of school in school B when responding to the same question responded that:

“There are very negative perceptions about counselling when dealing with students with indiscipline behaviour for students and teachers, students believe that Counsellors are only old teachers or school mistresses, and teachers know that Counsellors are elderly. In knowing the importance of this cadre, here we start at the student government level to have a colleague who is a counsellor, that is Guidance and Counselling prefect who cooperates with the discipline office. The importance of this cadre is very evident with the many strange events that students encounter and even cause many of them to drop out of school. In order to build the students behaviourally and morally, the Counsellors in the school must be well empowered.”(Interview conducted on June, 20, 2023).

Moreover, another head of school in school C when interviewed, replied that,

“From what we see, it seems students do not know the importance of the counselling services. I say this because most of them face a lot of problems such as academic and personal problems, but they do not inform their teachers. When we ask them why they do not report the respective problems to the teachers, they fear that their problem was being exposed to their fellow students” (Interview June, 2023)”

The quotation above implies that lack of counselling facilities such as counselling rooms leads to lack of confidentiality that prevents the delivery of counselling service. Furthermore, the

study revealed that most of the teachers lack the necessary skills and knowledge to offer the services in schools and this could explain why the students were not aware of the guidance and counselling services in their schools. *“I am not comfortable with students’ counselling because I always use my experience in teaching which sometimes doesn’t work. It is better to attend intensive seminars and training in order to know the rules and skills in guidance and counselling (Teacher-counsellor, 3rd June, 2023) “*

The above finding show that lack of professional guidance and counselling skills among teacher Counsellors limit the delivery of counselling service to students. In most cases, these teachers use traditional ways to conduct the counselling session. In line with the above findings, another teacher-counsellor made a comment that *“It is a challenge for me to engage in student’s guidance and counselling because I am not aware of the rules and regulations, because, as a counsellor I have to know the rules and regulations which guide the counselling process... (Teacher-counsellor 3rd, June 2023)*

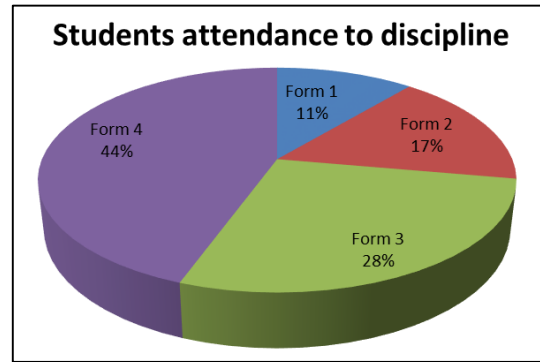
The response under this category reveals that teacher-counsellors in many schools in Tanzania need effective training so as to provide knowledge, awareness and skills for successful counselling provision in schools in the country. Furthermore, respondents recognized that school counselling activities should be done by trained counsellors and not any teacher to be appointed by the head of schools or students. Also, training is important to teachers in schools so as they can serve as school counsellors. Interviews were also carried out to understand the role being played by the general guidance and counselling in schools. The teacher-counsellors were asked to say their role in guidance and controlling students and they narrated several areas and ways in which counselling plays requisite roles. One of these roles was to provide requisite guidance to students in their areas of need as one of, assert that:

“They are still adolescents and need realistic, clearly stated guidelines about limits, values, and proper behaviour. These young girls and boys may not have enough information or experience to make wise and effective decisions. They may not understand decision-making processes, and they need wise adults like teachers or parents to listen and guide as they talk through their career decisions, the alternatives, and the pro’s and con’s and try out choices. (Discipline Master, Temeke, 2023).

The contention has an implication that these students need to hear adults stating some of their perspectives to understand their expectations and the acceptable limits and also reduce stress to these students. Furthermore, they do not have enough life experience, so they need loving concern and guidance to help them make the right decisions and this is where counselling comes in.

4.1.2. Have you ever attended to discipline office and counselling office for help?

Based on objective one, the researcher aimed to find out if students understand the importance of counselling and if they attend in this office when faced with problems.



Source: Field Data, 2023

Fig 2: Students attendance to counselling office

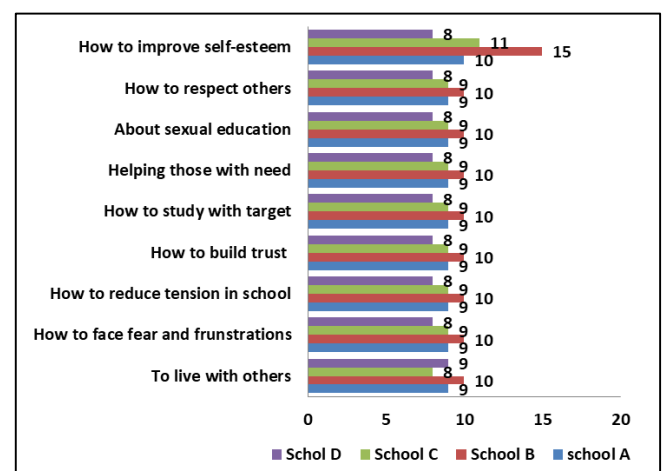
From the figure 1 above, the study found out that, 44% of form four students have just attended to Guidance and counselling office followed by form three by 28%, from two 17% and form one 11%. This implies that most of students still have lower knowledge about the importance of counselling service in school for shaping their behaviour.

When commented from students’ perception one of school head in school D noted that:

“Government policy on education emphases much on guidance and counselling to students in controlling behaviour to both students and teachers. As human being students and teachers pass through difficulties time in life, ups and down that disturbed our mind and our soul, we always need psychotherapist to cure our mind, but unfortunately our students didn’t see this as an opportunity rather they have negative attitudes toward counselling in school, they relate counselling with those who are suffering from chronic disease or with deadly diseases.”

When asked about “what most importance thing they have learned from school counsellor,” most of form four and form three students replied as it shown in the figure below.

What have you learn from school discipline office?



Source: Field Data 2023

Fig 3: Students learning from Counselors

From the figure above, most of students were able to mention what they learn from School discipline officer/master/mistress. Form three and form four students mention that they gain a lot like, how to live with other students in school, how to face fear and frustration's which is very important issue to understand as we all know that some student dropout from school due to the failure of controlling emotion and psychological emotion.

This research backed up the viewpoint of (De Angelis, 20120), who claims that providing counselling services is necessary in both developed and developing countries. In the United States, for example, a program called "the enabling component," also known as "effective counselling program," was launched to help students overcome psychosocial and educational challenges. This was a plan to strengthen counselling services in junior and high schools in the United States. Furthermore, G&C services are given significant

weight in European school systems and social life in general. Counselling is one of the crucial areas of support to consider for children and young people with emotional and behavioural challenges, according to the Department for Education and Skills in the United Kingdom (McGinnis & Jenkins, 2006).

4.2. Examine the most frequent types of students' indiscipline in Temeke Municipality

Another objective of this study was to examine the most frequent types of students' indiscipline in Temeke Municipality. Open-ended questionnaires were administered and interviews conducted. The data collected were obtained from students, teachers, head of school, and parents. The findings of the study revealed that most indiscipline reported in secondary school in Temeke includes, truancy, love affairs, improper dressing and marijuana smoking.



Source: Dealing with truancy, online guide, 2023

Fig 4: Truancy

Truancy had been mentioned by 102 out of 470 of respondents that is common indiscipline among secondary students in Temeke Municipality. Truancy is caused by many reasons but students have point school factors as driving force to truancy as one of students when complete an open ended questionnaires wrote... "walimu wanapiga sana hata

ukifanya kosa kidogo tu sasa shule inakuwa kama uwanja wa vita bora nikae chimbo," (Teachers are two aggressive in this school, even with a small mistake they use extremely force in punishment so better to stay in hidden place because the school is becoming a war ground)he explained one of form two student.



Source: College students in USA, dressing and risk behaviour, 2023

Fig 5: Improper dressing

Another indiscipline behaviour that most of respondents mentioned is improper dressing to students that cause the fight with school teachers. Most of students' especial global students like wearing style from media or by influence of

several artists, dressing code is important to keep our culture and respect but to students are like ignoring their right or their choice; this is problem to many students.



Fig 6: Teenager mother as results of early sexual

Another indiscipline behaviour that mentioned by 46 teachers (85%) and 367 of students (88%) of students in love affairs between students and students and students with teachers. In Ilala Municipality students who are engaged in love affairs are many as proved by students themselves, in feeling the question by researcher with a question do you have a boyfriend/girls friend? Nearby 267 Sais yes which is almost 65% of respondents, this is very serious issue that why teenagers mother are still existing, other even use protection to be safe. Teachers and parents have to work together to make sure this students are safe and protective.

2.3 The Challenges Facing Guidance and Counselling teachers in managing Secondary Schools student's indiscipline a case of Ilala Municipality

The research question aimed at identifying the common

challenges and investigates solutions to be adapted so as to solve the problems that affect the services in promoting learning among student in secondary schools in Temeke Municipality. It was thought that the answers to this research question would help to realize the challenges which make the services not to be effective in the school setting.

2.3.1 Availability of Facilities

One of the biggest problems facing guidance and counselling services in the secondary schools visited during this study is the lack of facilities. This is summarized in the table below to inform the specific facilities that lacked in the schools.

Table 2: Availability of Facilities

Variable	Adequate		Inadequate	
	Frequency	Percentage	Frequency	Percentage
Room/office for counselling	1	12.5	3	87.5
Reference books	0	0	4	100
Professional personnel	0	0	4	100
Timetable	2	37.5	3	62.5
Seminars and workshops	1	12.5	3	87.52
Financial support	2	25	3	75

Source: Field Data, 2023

The interviews conducted with the head of schools and teacher-Counsellors on the opinions about the challenges facing guidance and counselling services in secondary schools in Temeke Municipality revealed that, to a large extent, the guidance and counselling services were not adequately provided to implement learning processes in secondary schools. Most often, the teacher-counsellors and heads of schools cited the lack of money as the reason for not having the facilities, like reading materials, special rooms and furniture to offer the services. One head of school emphasized by arguing that: "...In our school, we do not have enough financial support to facilitate effective guidance and counselling services to our students. This problem affects the school administration to meet students' demands... (Head of school June, 2023)"

The contention above means that they fail to offer the services effectively because school administration faces some challenges of financial to buy leaflets and other material on guidance and counselling services. Furthermore, one of the teacher-counsellors had this to say: *Counselling service is available in our school though there is a challenge of room or offices. This makes students not be free to expose their issues and fear to express them because the services need confidentiality. (Teacher counsellor 4th June 2023)*

Generally, one can say that the guidance and counselling services have not yet been given enough attention by the authorities responsible. The lack of facilities and funds for the services in schools in Temeke Municipality is evidence that the authorities have not yet realized the importance of guidance and counselling in these schools.

4.3.2 The Lack of Qualified Counsellors for managing students’ indiscipline

Table 3: The Lack of Qualified Counsellors

Item	Variable	Frequency	Percentage
School A	Professional counsellor	1	10
School B	Professional counsellor	0	100
School C	Professional counsellor	0	100
School D	Professional counsellor	1	10

Source: Field Data, 2023

Another challenge leading to the ineffectiveness of managing students’ behaviour is guidance and counselling services in schools in Temeke Municipality is the lack of qualified personnel in schools. This was realized as the students complained that they do not get immediate feedback when they advance their problems to teachers and sometimes the teacher-counsellors do not know how to deal the problems submitted to them. From the open ended questionnaire one student noted as follows on the insufficient funds for counselling services: *...We felt that teachers do not provide immediate solutions to our problem, no immediate solutions to issues that affect us though we report our problems to them... (Form four Students June, 2023)*

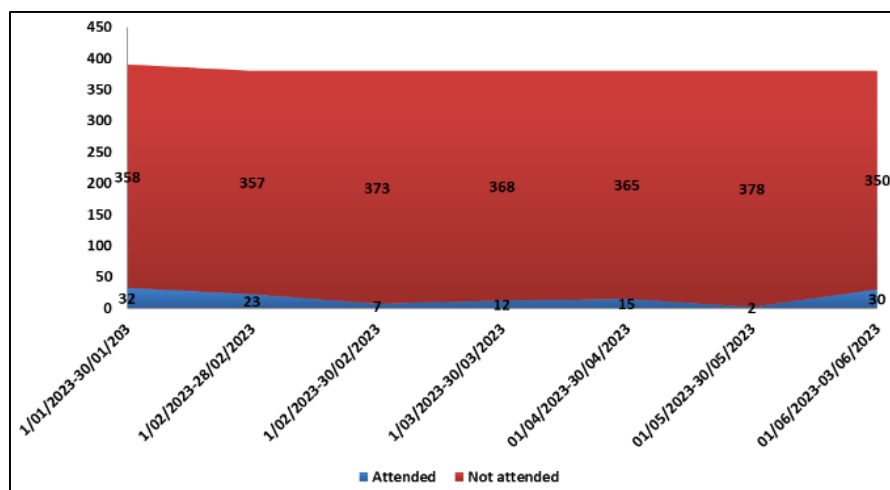
Another student reported about the inadequacy of professional personnel to enhance consultation services to secondary school students. They emphasized this by saying that; *...Most of teacher-counsellors do not have professional qualification as counsellors. They normally practice guidance and counselling activities from their own experience, something which is not healthy for intellectual and social growth of our students... (Head of school 4 15th June, 2023)* The above quotation means that most of the teacher-counsellors are those selected by the head of school and not professional counsellor, they use experiences in conducting guidance and counselling services to students.

Regarding the lack of counselling timetable in school the teacher-Counsellors had the following comments: *We normally work full time as teachers to undertake guidance and counselling duties and responsibilities in the school. Thus, heavy work load by teachers could have made it difficult to accomplish effective guidance and counselling because of busy teaching schedule... (Teacher –counsellor in school B 15th June, 2023)* Classroom teachers assumed professionalism and helped the student with their social, personal, academic, and career problems. It was observed that the teachers who responded to the needs of the students were, in some cases, given in-service training to begin these new functions, which they performed in addition to their regular teaching activities.

4.3.3 Students’ Counselling Seeking Behaviour

The researcher sought to understand if students themselves have a tendency to seek services from the teacher-Counsellors. In this, the researcher wanted to establish the frequency of students seeking for the services for one to say that the services are effective or not as the information would help to find out whether the students’ problem were fully addressed through guidance and counselling services. The findings of this aspect are as shown in Table 4.4.1 below.

Have you attended to counselling seeking help?



Source: Field Data, 2023

Fig 7: Attended to counselling seeking help

Reading through the information presented in figure 3 above, it is clear that guidance and counselling were not effective as the frequency on daily and monthly visit of the students to seek the services were few in numbers and the majority of the students were visiting the offices only when they had some problems facing them. These findings from the students were

also cemented by one teacher-counsellors. *“Absence of Guidance and Counselling Service in the School Timetable While students” poor habit of visiting the teacher-counsellors seems to be a problem, it is important to know that the schools” time table arrangement of the daily activities may be the cause for students to visit the services.”*

As it is shown in the figure 3 above, number of students visited to counsellor’s office seeking for help is less than 200 compared to the number of all registered students in all four visited school. In a school A between January-June is only 7 students visited the office which is 0.123 of all registered students in particular school.



Source: Field Data, 2023

Fig 8: Physical punishment

Punishment of students that discourage them to attend schools, as illustrated by the carton in above figure.

4.4. How globalization contributes to student’s indiscipline in secondary school in Temeke Municipality

This section presents the findings of the third objective which sought to find the contribution of globalization students’ indiscipline the study intended to find out whether students engaging in the use of Integra contributed to behaviour change either positive or negative. The first set of analyses investigated the effects of Instagram usage to secondary schools students with relationship of change in behaviour. The findings shows that students who uses social media like Instagram are aware of life skills, interactions and can grasps information and cope with any news or issue that trend’s in social media. When responding to the question “Is Instagram helps you to Learning basis?” 374(73.3%) of students said “Yes” and 136(26.7%) said “No”. When asked what exactly do they learn and watch from Instagram, 374 of students mentioned things that they have learned from the use of Instagram. In their questionnaires response, one of student commented that, “I always like watching sports posting from Wasafi Radio, Mange Kimambi posting, Godlisen Malisa posting, and a lot of gossiping that’s makes me understand what is going on and all trending news in the world.”

Another form four student from school X when responding to the same question narrated that;

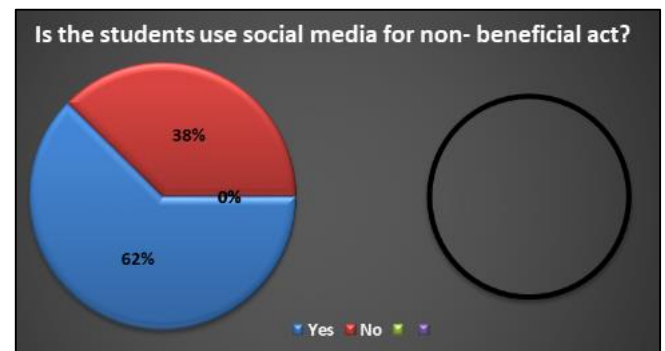
“The educational benefits of social networking sites are many Social media provides all material that students needs.If it well used,social media is wikipedia for us. YouTube gives us everything that we ask for,science subjects,arts,commecial subject even fine art,Through this,we meeet on teachers,thus make education much easier now days”Social media websites contains the latest data on various school subjects like physics, chemistry, biology, Kiswahili and thus, wehave the opportunity to survey and look into what is new.”

The researcher interviewed one of school head in school C on how Instagram use helps students and she explained;

“Well I don’t see any positive contribution of this so called Instagram or Facebook or any social network to students. All bad behaviour are related with too much freedom of globalization, now days students engaged in sexual affairs, marijuana use, poor dressing code, raping ,all evil due to effluence of social media. That’s why Saud Arabia and China prohibited this social media to students and youth”

Another head of school when interviewed reply’s;

“When we talk about behaviour change, it can be positive or negative. The use of so networks to students can change student’s behaviour either negative or positive. There are students who use social media for good purposes and those who using it for bad intentions. What we have to do is to guide them with the right social media content to use ”



Source: Field Data, 2023

Fig 9: Students use social media for non-beneficial act

Figure 9 shows how students misuse social media.When responded to the question “ Is the students use social media for non beneficial act?”.318(62%) responded “Yes” while 192(38%) says “No”.This implies that most of students failed to use well social media in the purpose of getting infomation and right content,and hence leads to negative behavior change. Moreover,when asked wich kind of beahvior accerelated with the use of Instagram,the students responded as shown in Table below.

Table 4: How students use Instagram in Kinondoni Municipality

Uses/what students share and watch	Response rate	Percentage
Sharing porn clips and love contents	100	19.60%
Watching sports and fun clips	40	7.84%
Music and dressig of cerebrities	160	31.37

Academic issues	05	0.98%
Charting and gossiping	40	7.84%
Watching trending news about Bongo superstars	120	23.5%
Treading news about politicians.	45	8.8%
Total number of respondents	510	100%

In the above table, 31.37% of students when responded to the question, they give out their options of what they like to share in Instagram, 160 of students responded that, Instagram is suit for Music and dress code of Celebrities .About 120 of students mentioned treading news of Bongo superstars as favourite thing to them while 100 of students which is 19.6% agreed that porn watching and love contents is nicely to them to share on Instagram. When computing the findings with the question general it proved that Instagram change students behaviour in both negative and Positive, as a results it affects students learning in secondary school, as it accelerate to early love relationship, poor time management ,misbehaviour ,poor concentration in academic matters just to mentioned a few. When responding to the questionnaires, findings shows that,34 of teachers out of 40 agreed that Instagram use to students accelerate to bad behaviour to students, while 06 teachers out of 40 disagreed with the notion says that, “Is Instagram accelerate to negative behaviour of the students?”

Another head of school replied that;

“Social media is detrimental to school students: School students are very young and the minds are not much advanced hence they cannot distinguish between respectable and wicked. They can easily get predisposed and distracted. It might also lead to biased, prejudiced views about people or issues they hardly have any

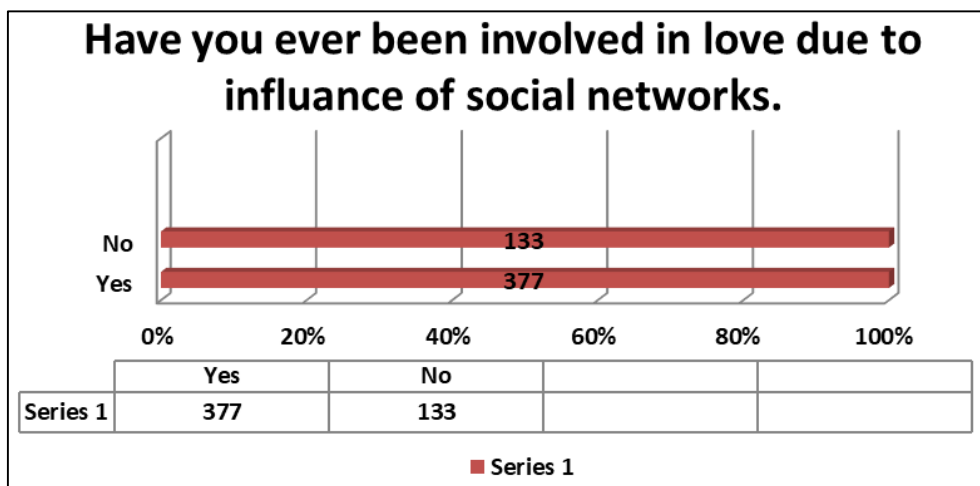
knowledge of.”

Table 5: Misbehaviour

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	28	70.0	70.0	70.0
No	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Source: Data Survey, 2023

Fingings from above table shows that,28 teachers who respond to the question which stated that, “Some people says that,the use of socila media to students paved a way to homosexual attraction to students? What is your opinion?.Says “Yes” while 12 of teachers which is 30% said “No”.This implies that,most of teacher agreed the bad behaviour of students have the relationship to the use of socila media access to students in Kinondoni Minicipality. Further more, In response to Question 1, the majority of those surveyed indicated that Social media has become an inseparable part of our daily lives. It keeps us abreast with the latest happenings and current affairs. It greatly increases our general knowledge and enhances our learning process apart from interacting with our friends, family, relatives, and even people who we don’t know.



Source: Field Data, 2023

Fig 10: Students involved in love due to influence of social networks

From figure 10 above, findings show that,377 which is 74% of all respondents a greed that they have been involved in sex because of the influence of social media,while 133 of students which is 26.% disagreed with the notion.This clearly proved that social media accelerate to sexually inclined to students.This is due to lack of parental care,adolescents problems,peer pressure and influence,family relationship,environment and upbringing of students.

When responding to the question, “Have you ever experienced students who are attraction to homosexual? Is this behavior related to the use of socila media?.The distribution table 4.8 justify the reality.

Table 6: Homosexual

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	151	29.6	29.6	29.6
No	359	70.4	70.4	100.0
Total	510	100.0	100.0	

Table 6 show that 151(29.6%) are experienced homosexual behavior due to the influence of social media while 359(70.4%) did not agree with this. There were no significant relationship between social media use and homosexual in

terms of contents even though small number of respondents says there are same elements. In Cameroon there is saying says that *“There is no shortcuts to the top of the palm tree”*. In finding the validly information a researcher asked one of students when filling the questionnaires.

When responding to the first question, one of student commended that;

“One of my friends started to send to me gays porn and pictures. In used to hate bit but he insisted, I fall on it, when I was in form two he came home at night to study, then we started to watch porn videos and later one we kiss and having sex with him. Now we are in form four and we love each other so much....we are not are lonely, others are fear to speak please do not tell them that I pointed them. We are so many gays here”

Findings from above table 6 shows that, about 70% of teachers agreed to use manual work to students as measure to correct unwanted behaviour as punishment, physical punishment used by 60% present and corporal punishment ranked by 70% as much used by teachers in shaping students behaviour while others use to send out students who troubling other as means of punishing them, this methods is used by 10% of teachers, counselling issued by 50% present of teachers to correct behaviour while detentions seems to be disagreed.

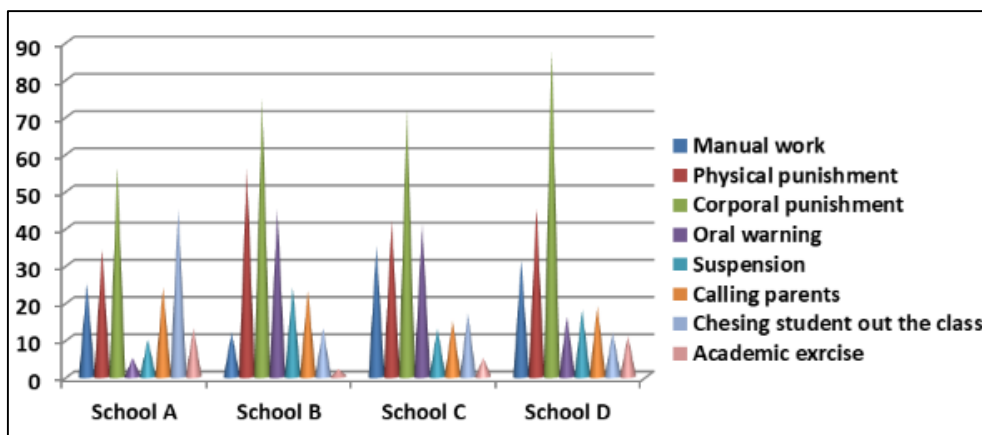
These findings support the idea of Carl Rogers as cited by

(UNESCO, 2022) that, Client-centered therapy, also called the person-centered approach, describes way of working with persons experiencing all types of personal disturbances or problems in Based on his experience as a psychotherapist, Rogers postulated that persons possess resources of self-knowledge and self-healing, and that personality change and development are possible if a deniable climate of facilitative conditions is present. The implication of Rogers’ position is some persons and environments foster growth and development in human beings, and some undermine and inhibit growth.

As we know that counselling is a professional field, which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is evidence that Temeke Municipality teachers’ ignored the essential and fundamental attributes of counselling to students in s

4.5. Explore the possible solution to curb the identified causes of indiscipline in secondary school in Temeke

Based on the last objective, the researcher aimed to explore the possible solution to curb the identified causes of indiscipline in secondary school in Temeke. The study revealed that most of teachers use corporal punishment as reinforcement to change the student’s behaviour or character.



Source: Filed Data, 2023

Fig 11: Punishment given by teachers

Findings from the figure 11 above indicates that most of school teachers in Temeke Municipality tend to use corporal punishment in shaping students’ behaviour rather than other way. Only fewer teachers applied positive reinforcement like given academic assignment to students that are misbehaviour and other expel them from schools while a little use oral warning to alert students on their bad behaviour.

When responding to the question during an interview one of school head in Temeke recommended that:

“A teacher’s role is not only to impart knowledge but to also help in the character development of the children. Teachers should lead by example and portray the right behaviour, speech and conduct. By doing this she/he embeds these value in children and also earns love and respect from her/his students, as you can see we have been witnessed things from media that teachers are raping

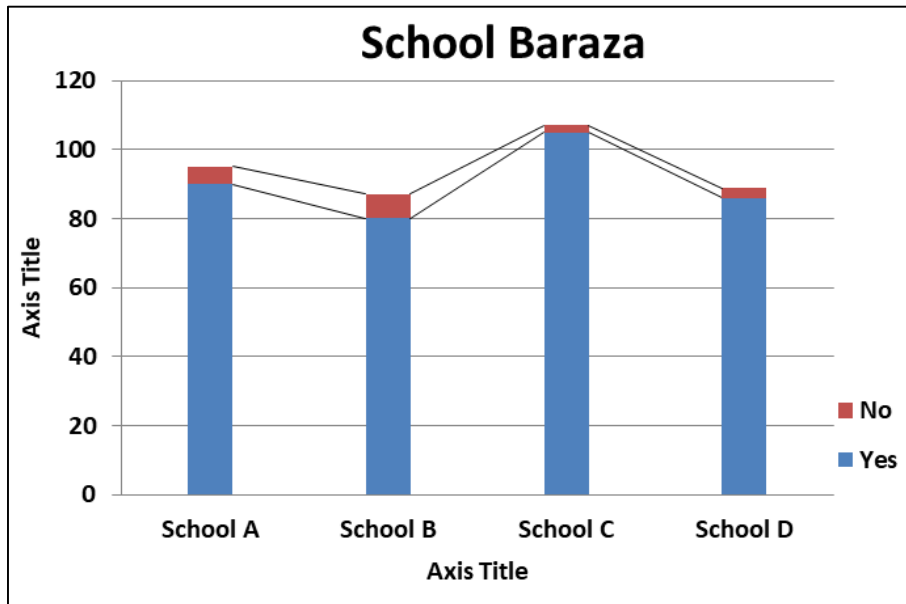
students or having an affair with them, sometimes students (male) having love affairs with students, or students fight with their teachers and so many all this is happening because we lost the way to our ancestors, moral decay is problem from the family level to the society”

Findings from figure 1, indicates that most of students are victims of being abused by teachers in terms of language abuse, others bullying students and bad enough some of students reported that they have experienced sexual assault form teachers and other students which is very bad habit that real affect student’s social emotion and psychological torture. When completed an open-ended questionnaire some of students listed some of assault that were experienced as one noted that *“. Yes, I have experience sexual assault form my teacher when I was in form one and in form three,”* (Form

four student 1,2023), another wrote that, .my teacher used to call me BABY” (Baby is a romantic name called to lovers), “My teacher approached and we have sex twice....”.

Moreover, when completed to the open-ended questionnaires another student wrote that, “our Kiswahili teacher likely to call me KICHECHE” (Term refers to prostitute)

4.5.1 Is your school having School Baraza?



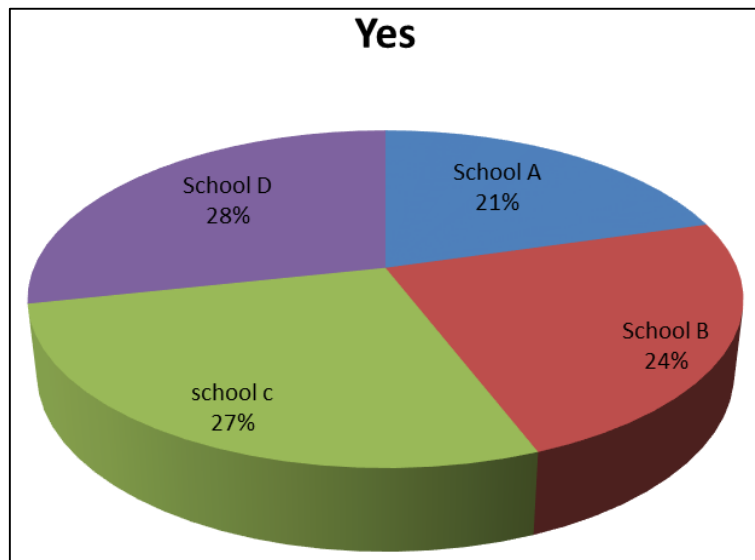
Source: Field Data, 2023

Fig 12: School Baraza

Approximately, 89% of all students agree that each school have a one day for school Baraza during closing and opening of the school. In this Baraza students have given a chance to express their feelings and though concerning the whole

school life. When completed the open-ended questionnaires that ask if students have the chance to speak in School Baraza majority of them said “no” but very few “said “yes”.

Do you have a chance to speak in school Baraza?



Source: Field Data, 2023

Fig 12: Freedom to speak in school Baraza

The study proved that students are given a small part in school Baraza rather than teachers. This is not good hence students have to express their thought and views as one of school stakeholders in education or client, a successful school always paying attention to client, most in private schools students are first listen to what they want and feel but in

public school teachers dictates what they want and annoying students viewers.

This findings goes with line with those of Olanyika and Biswalo (1999), Informing that counselling services are not universal, observed that counselling in Africa is supposed to help students appreciate school regulations, develop a sense

of responsibility, socialize students into adult life, improve their learning skills, supply them with information for post-secondary, explore jobs and careers, provide skills in general self-management and help them plan their own school programmes. Thus, educational and as assistance given to the learner it enables them to function well in the school and

understanding themselves and how potentials could be developed but in Temeke things are different, students are not even given a chance in school Baraza and lack of counselling expertise counter attack the effectiveness of counselling in school.

4.5.1: Contribution of teacher-counselling on managing students' behaviour

Table 7: Students character building

Contribution	S.D	DA	Not Sure	SA	A
1. It helps to develop a very free and friendly atmosphere				18	02
2. It allows students to open up and unleash their fears, frustrations and plans					20
3. It reduce tension in school					20
4. It reduce suspicions and build trust on students					20
5. It empowers the students' study habits and performance.					20
6. It help students to cope with changes on their daily lives environment					20
7. It improve self-esteem					20

Source: Field Data, 2023

From the table 7 above, about 100% of all 20 teachers strongly agree that, counselling is very important to students hence it helps to develop a very free and friendly atmosphere in school, it allows students to open up an unleash their fears, frustrations and plans, also it reduce tensions in school as well as it reduce suspicious and build trust on students.

In clarifying the results, students in Temeke had mentioned a lot of problems that are faced them as Sima (2006) point out the same thing that, students undergo so many problems in their homes, schools, streets and with their peer groups all of which after their learning process. Some of these problems include alcohol, stress, sexuality, drug abuse, cultism, anxiety, and examination malpractice. Others including suicide, inferiority complex, frustration, depression, rejection, failure, indiscipline, peer pressure, waywardness, experimentation, lack of information, financial problem, media influence, lack of decision making, no goal setting, lack of vision, poor relationships, and grief over a loss of a loved one, loneliness and many others (Sima, 2006). These problems among the adolescents especially can be quite disturbing. When personal-social and is well implemented, it might help in the prevention of behavioural maladjustment that interferes with learning process.

When responding to the question during an interview on of the school head in school D said that:

“Counselling is a skill plays a major role in promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. In addition, counselling services provide students with the opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grieving, knowing its important one should be expert to conduct this, we are just use our basic knowledge from experience and a little that we have learn in)

Another head of school commended that:

“Secondary school requires intensive and frequent and counselling services in order to overcome students' antisocial behaviour characterized by conflicts, fighting anger fear of uncertainties and possible massive destruction of property and loss of innocent lives. Most

students express a basic need of social and emotional adjustment which is grounded on foundations of comprehensive a counselling service. These services integrate competence promotion and foster students' social and emotional development framework for the reduction of risk and detrimental behaviour such as substance use, promiscuous sex, violence, depression and attempted suicide that deter success in life and based on this core function an expert counsellors should work with students for effectiveness of counselling in school but unlikely in my school no one is expert in counselling we all use our experience and education that we have(Interview, June 18, 2023).

5. Conclusion

This study assessed the management of students' discipline in globalization world among secondary school in Temeke Municipality. This study was examined through the Social Learning theory because academic achievement needs a well-disciplined student, as the teachers who dealing with students' behaviour can apply the ideas from SLT. Therefore, student can acquire competencies such as academic, social and personal through modelling. The counsellor (Teacher) needs to act as a role model to the student in each of the environment. Bandura also developed the concept of efficacy expectation, which he conceived as conviction of an individual that certain behaviour was producing certain outcome.

In relation to the first research objective, this study concluded that a teacher's role is not only to impart knowledge but to also help in the character development of the children. Teachers should lead by example and portray the right behaviours, speech and conduct, students imitate from their teachers so stewardship must be fundamental to teachers and hence she/he embeds thee value in children and also earns love and respect from her/his students, by so doing that student will act accordingly and respectfully .

Secondly, in line with objective number two. The study concluded that, there is enough proofing that lack of guidance and counselling to students leads to indiscipline in schools. Similarly, whenever students are less involved in decision making, they are highly likely to react negatively by getting involved in indiscipline cases. Further, when the administration imposes things to students rather than

focusing on dialogue, students become indisciplined. As evident from the findings, students engage in unfriendly behaviour due to fear, feeling of inadequacy, insecurity and poor socialization. Cheating during examination was also evident among the students and in most cases; students cause havoc so that they can find an excuse as to why they have performed poorly.

Thirdly, in relation to the specific objective which sought to explore the possible solution to curb the identified causes of indiscipline in secondary school in Temeke. The study concluded that, using a mixed approach in managing students' indiscipline helps in building respect, honesty, compassion, kindness, gratitude, sharing and caring and cooperation among students. Moreover, positive management of students in school by considering schools' regulations, government policy, social norms, humanity, will accelerate to develop a very free and friendly atmosphere, allows students to open up and unleash their fears, frustrations and plans, it reduces tension in school. In other hands, the study concluded that, client-centered helps in reducing suspicions and build trust on students, it empowers the students' study habit and performance, it helps students to cope with changes on their daily lives environment and it improve self-esteem.

5.1 Implications of the study

The purpose of this study was to evaluate the administration of student discipline in a globalization environment using the case of Temeke Municipality in Tanzania. According to the conclusions of this study, counselling plays a significant effect in moulding students' behaviour. The benefit of character development for students included increased academic performance, improved overall student attendance, and reduced school violence and discipline difficulties. Teachers should provide a good example by displaying appropriate behaviours, speech, and conduct. Because pupils emulate their teachers, stewardship must be a priority for teachers. As a result, she or he instils values in children while also earning love and respect from her or his students.

The student develop a very free and friendly atmosphere, allows them to open up and unleash their fears, frustrations and plans, it reduces tension in school. In other hands, the study indicates that, client-centered helps in reducing suspicions and build trust on students, it empowers the students' study habit and performance, it helps students to cope with changes on their daily lives environment and it improve self-esteem. Therefore, this study has implications for each aspect of educational stakeholders who influence the provision of education and students' social-emotional status. The implication is significant to Ministry of education and vocational training, policy makers; school Counsellors, head of schools, teachers and students.

5.2. Implication for the Government

It well known that Tanzania government signed a bill that need to provide education for all, also Millennium Goals of 2025, direct all members of UN, to make an effort of provide quality education Tanzania is not excluded. Guidance and Counselling is a separable in real sense when dealing with students/children, achieving quality education students should be given the chance to grow in their world but without being guidance and counselled they may leave behind.

First, the study revealed that there is lack of policy framework on guidance and counselling, lack of incentives, inadequate specific allocation of rooms for counselling. The government

needs to work on it through Ministry of education and President's office, Regional Administrations and Local Government. Special rooms for counselling was arose effectiveness of counselling in school while provision of material and other reference books was help in making easier task for counsellors hence students' progress was be improved.

Secondly, respondents who participated in this study suggested that, school counsellor have to attend training so to be competence based. Government has the mandate of providing seminars and workshop to teachers for the aim of proving professional counselling and not otherwise.

5.3. Implications for Policy Makers.

It was also deduced that there are a number factors that hinder discipline in schools, both internal and external, despite the impact of globalization and change; schools in Temeke have serials indiscipline issues raised from family to the society in general. Precisely, there is lack of guidance and counselling materials such as resource materials and private rooms. Consequently, effective guidance and counselling policy should be put in place as essential part of the school and policy makers should make sure that those policies made are adhered to all educational stakeholders.

5.4 Implication to Head of schools

There is therefore need for schools to provide facilities like counselling offices, magazines, audio and video tapes among others. Also, the guidance and counselling department should create a well-structured program that was enabling it to address issues of discipline among students. Study findings have also shown that guidance and counselling is crucial in enhancing discipline among the students. It is therefore necessary for the Head of schools to organize within school compound in-service training with the aid of educational stakeholders like Room to Read, Twaweza, Hakielimu, Famine for, teachers and guidance and counselling teachers on how guidance and counselling should be used to manage students' discipline in school.

5.5 Implications for the teachers

Teacher's role is not only to impart knowledge to students but also to help in character development of the students. Participants in the study have indicates that some of teachers are harassing students, molestations them, sexual assaults and abusive language that create fear among students hence inferiority complex and dropout is the results. So, teachers should lead by example and portray the right behaviour, speech and conduct.

5.6 Implications for students

The finding of the study also shows that some of students engaged in love affairs, homosexuality, marijuana smoking, gambling, truancy, thieves, fighting, bullying to others, disrespect to teachers, laziness, just to mention a few. Its mandatory for them to chance their direction before it's too late. The government invested to them by providing free education, they parents put much faith on them, so they have to act good with positive character as mentioned by them for the better tomorrow of the nation.

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