



TO ASSESS THE TYPES OF ALTERNATIVE DISCIPLINARY METHODS DEPLOYED BY TEACHERS IN ENHANCING STUDENTS CONDUCTS IN SECONDARY SCHOOLS IN MERU-DISTRICT ARUSHA TANZANIA

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ABSTRACT

The study is expecting to find out about the deployment of alternative disciplinary methods by teachers in enhancing students' conducts in secondary schools in Meru District, Tanzania. The study guided by behaviorist stimulus – response theory. 55 heads of schools, 1350 teachers, 20513 students and 20513 parents from Meru District was the target of this study. The sample for this study were 6 heads of schools, 60 teachers, 144 students and 6 parents making a total of 216. The study employed mixed method research design whereby probability and non-probability sampling technique used. The study used questionnaire and interview guide in data collection. Descriptive and inferential statistical data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 22 software and data presented through tables and direct quotations and analyzed through mean, percentages and frequency. The study found out that teachers used alternative disciplinary strategies to curb indiscipline students; those methods include guidance and counseling, suspension, warnings, parental involvement, decision making collaboration and others. The study concluded that these alternative disciplinary strategies have not been very effective because still have causes of both major and minor indiscipline cases taking place in the sampled secondary schools. The researcher recommended that the school administration and teachers should familiarize with the ministry's policies and guidelines on discipline after the ban of corporal punishment so as to adopt appropriate alternative disciplinary strategies.

KEYWORDS: *Alternative disciplinary methods, Students conduct, Discipline Management*

INTRODUCTION

Learners' discipline is one of the bases of effective teaching and learning process. If learners are not well disciplined, schools will not be able to provide the best education needed for the future generation. So in this regard the purpose of education which is to liberate and form a complete person socially, spiritually, economically and mentally will suffer and probably may not be realized effectively. Therefore it is paramount to have good disciplinary measures and procedures put in place in every school so as to handle learners' disciplinary problems. Ondieki (2018), did a study on challenges facing Head teachers in Managing Discipline of students in public secondary schools in Keumbu Sub county-Kisii, he found out that, teachers are highly facing serious challenges with students who do not behave in schools. In the era of globalization whereby students have diverse personal exposure, experiences, and anticipations. They are more exposed to various cultural values and information learnt from peers and the tools of Media and Communication Technology such as radios, smart phone, the Internet and television as compared to fifteen years back which openly have become many source of disciplinary problems in schools.

However, in developing countries, indiscipline has been a major and continuous to be an administrative problem among secondary schools. For instance, Belle (2017) mentioned the common type of indiscipline in Mauritius Secondary schools as cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective misbehavior of students such as the vandalism of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniform and examination malpractice.

Discipline in general terms is defined as to teach, or teaching. However, discipline in schools is often more of a way to modify behavior so that teaching can occur. The lines are thin and gray between discipline as defined and actual teaching. In general, discipline in many cases is a means to punish behavior deemed unacceptable in school. Additionally, discipline is also used to curb activity that disrupts



the educational process within the school setting. In defining student discipline, one must explore the reasons that discipline is necessary. In other words, what is it about students' actions that cause us to need to implement disciplinary measures? It is imperative as administrators to handle student discipline on a case-by-case basis. Administrators should always fully investigate each incident and be willing to ask questions of all stakeholders when needed. Additionally, strategies for handling student discipline are wide and varied. It is important to strive to be fair and consistent with student discipline. Discipline should be administered carefully and with as little loss of class time for the offending student and for his peers in the classroom (Gage A, *et al* 2018).

Nevertheless, severe disciplinary issues must be handled immediately and of course with sometimes severe penalties: Castor, (2021) and Parker, (2019) did a study on how to handle students discipline in school, he confirms that some strategies for handling disciplinary issues in schools are corporal punishment, student conference, student and parent conference, guidance and counseling both in school and outside, school psychologists, student suspension and student expulsion. Sungwa, Jackson & Kahembe, (2022) emphasized that regardless of the means used to correct inappropriate behavior we must remember that these students are still our students. The alternative methods emphasized to be used in place of corporal punishments includes guidance and counseling, suspension, expulsion, involving the parents, class room discussion with fellow students, manual work, collaborative discussion with students' school government. (Brandi S 2015). These methods are emphasized because of the negative impacts to students that have been reported by several researchers be caused by corporal punishments methods. Students exhibiting poor behavior still deserve our love, support, and help to get them through the tough times just like anyone else. Corporal punishment is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behavior and/or inappropriate language. The immediate aims of such punishment are usually to halt the offense, prevent its recurrence and set an example for others (Chilewa & Osaki, 2022).

Corporal punishment has been used widely and over years and years in the whole world. There is a wide range of researches that have been conducted to study the effectiveness of corporal punishment as a measure used to discipline students, and many of the findings revealed that corporal punishment is not appropriate method for disciplinary actions. There has been a global ban of corporal punishment effected in countries like United States of America, England, Wales, Australia and New Zealand. Corporal punishment in Britain state schools and private schools funded by the government was banned in 1987 while in the remaining private schools it was abolished in 1999, Northern Ireland 2003 and in Scotland, 2000. Other countries have banned corporal punishment in all aspects of their legislation: Austria 1989, Bulgaria 2000, Costa Rica 2008, Croatia 1998, Cyprus 1994, Denmark 1997, 2007Finland 1983, Germany 2000, Greece 2006, Venezuela Hungary 2004, Iceland 2003, Netherlands 2007, Ukraine 2003, Israel 2000, New Zealand 2007, Norway 1987, Portugal 2007, Spain 2007, Sweden 1979, Uruguay 2007, South Africa abolished corporal punishment in 1996 through South African school Act 84 of 1996,

In Kenya, corporal punishment was banned through a Kenya Gazette Notice on March 13, 2001. This was through the Legal Notice No. 56 of 2001 which repealed the Legal Notice No. 40 of 1972 which had introduced corporal punishment in the Education Act of 2001. After the ban on corporal punishment, there have been concerns of deteriorating school discipline (Maina & Sindabi, 2018).

Corporal punishment is prohibited as a disciplinary measure in penal institutions in Zanzibar under article 122(1) (d) of the Children's Act, but it is lawful in mainland Tanzania where the Law of the Children Act prohibits torture, or other cruel, inhuman punishment or degrading treatment (article 13) but does not explicitly prohibit corporal punishment. In rejecting the recommendations to prohibit corporal punishment made during the Universal Periodic Review (UPR) in 2011, the Government asserted that corporal punishment does not apply in the education system but that canning is administered in schools and is a legitimate and acceptable form of punishment. Corporal punishment according to these Regulations means "punishment by striking a pupil on his hand or on his normally clothed buttocks with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body". (Article 14 of the Children's Act 2011)

The Law of the Child Act 2009 in Tanzania does not prohibit corporal punishment in schools nor repeal the provisions for it in the Education Act and Regulations. On the contrary, in reporting to the Committee on the Rights of the Child in 2013, the Government confirmed that the provision in the Law of the Child Act 2009 for "justifiable correction" (art. 13) justifies the use of canning in schools. Government guidelines in 2002 reduced the number of strokes from six to four and stated that only the heads of schools are allowed to administer the punishment, with penalties for teachers who flout these regulations.

The government of the United Republic of Tanzania (URT, 2002) officially placed the regulations of corporal punishment that include; Corporal punishment may be administered for serious breaches of school discipline or for grave offences committed whether inside or



outside the school which are deemed by the school authority to have brought or are capable of bringing the school into disrepute. Corporal punishment shall be reasonable having regard to the gravity of offence, age, sex, and health of the pupils and shall not exceed four strokes on any occasion. The head of the school in his discretion may administer corporal punishment or may delegate his authority in writing to a carefully selected member of his teaching staff provided that the authorized member of staff may act only with the approval of the head of the school on each occasion when corporal punishment is administered. A female pupil may only receive corporal punishment from a female teacher except where there is no female teacher at the school in which case the head of school may himself administer corporal punishment or authorize in writing a male teacher to administer corporal punishment. On every occasion when corporal punishment is administered it shall be recorded in writing in a book kept for this purpose and such record shall state in each instance the name of the pupil, the offence or breach of discipline, the number of strokes and the name of the teacher who administer the punishment. Every entry in the book shall be made and assigned by the head of the school. A refusal to accept corporal punishment either by pupils or by a parent on the pupil's behalf may lead to the exclusion of the pupils in accordance to the expulsion and exclusion of pupils from school regulations 2002.

A disciplinary action is instituted under the Teachers Services Act 1989 against a head of school if the administration of corporal punishment is violated. In 2019, a video clip went viral on social media showing a Tanzania regional commissioner beating a group of schoolboys (Ng'wanakilala, 2019). In this video, he is holding a stick in each hand, beating children lying on the ground, one by one. Such an act went against Tanzanian regulations for school discipline and punishment, not to mention international conventions prohibiting corporal punishment of children. The video caught the eye of then-President of Tanzania, the late John Pombe Magufuli. Contrary to global expectations, President Magufuli had nothing but praise for the commissioner as he publicly claimed in a rally shortly after the clip went viral, "I congratulate the regional commissioner for caning the students. I told him that he didn't beat them hard enough" (Ng'wanakilala, 2019). Beating, caning, slapping, spanking are some of violence acts to secondary school students. When handling students after they have done wrong in secondary school. There is serious reluctance of teachers to accept these regulations on handling students' discipline (Sungwa & Kahembe, 2022). In Africa corporal punishment is seen like a cultural practice. It is taken to be a vital tool on the educational process. Parents and teachers who are not practicing corporal punishment are seen as being negligent. Some parents and children tend to like practicing corporal punishment because of the belief that children do not grow to be well-mannered adults if they are not spanked or beaten when they make mistakes. Some even say that abolishing corporal punishment is a Western-centric concept that will cause havoc in African cultures and lead to moral decay.

Research has shown that, Corporal punishment has more negative effects to students than the expected positive outcome. So the society needs to employ the alternative methods which may have less negative impacts on a child. This will enable the society to bring up a healthy future generation, who are well formed psychologically, socially, mentally and physically.

A resinous state of reluctance on the teacher to use alternative methods for disciplinary actions in disciplining students is revealed in many schools in Tanzania. In the research that was done in Tanzania (Msiba G, 2021) strategies used by the heads of school in enhancing discipline in public secondary schools, showed that majority of teachers indicated a positive inclination to items that agreed with corporal punishment. 71% of teachers indicated reasonable corporal punishment is beneficial to school learners.

Meru District Council is one of the seven districts councils of the Arusha Region of Tanzania. Meru District council is bordered to the north by Longido District, to the east by Kilimanjaro Region, to the south by Manyara Region, and to the west by Arusha Rural District and Arusha Urban District. The administrative capital of the council is Usa River. According to the 2012 Tanzania National Census, the population of Meru District council was 268,144. Meru district has a total 55 secondary schools in which 40 are public secondary schools while 15 are private secondary schools. Meru District has a variety of teachers with different cultural background, mainly the indigenous from Meru-tribe. Meru people have a culture of using corporal punishment to discipline people who have misbehaved in the society. In case a person misbehaves, they discipline that person by calling for a gathering of community members, then they bring the person who has misbehaved and award 70 spanks on his clothed buttocks in order to deter such a misbehavior. This is done openly in public where every member of the society is able to witness it. So in this kind of cultural practice there is likelihood that it contribute to the reluctance of teachers in Meru District to use the alternative methods and stop the use of corporal punishment as a disciplinary method.

Current researches on the effects of corporal punishments have proved to be not friendly to learners in secondary schools. It has being reported that students get a lot of negative effects including, injuries and psychological effects of which leads to poor learning for students and that the intention of forming the students does not come out clearly (Abhinav G at el 2011). Meru being the district with



cases of students being mistreated especially when correcting their misconducts, there is need to find out why teachers don't prefer using alternative disciplinary method.

STATEMENT OF THE PROBLEM

Teachers are very reluctant to stop the use of corporal punishment as methods to handle students' indiscipline issues in secondary schools. Teachers in secondary schools are expected to impart knowledge and skills that will result to good academic performance as well as well-formed child through their behavior. The school leadership does influence student's good discipline due to their key role of mobilizing educational resources and managing the students. Children have a right to learn without violence in school in all private, public and faith-based institution. As well as violating children's rights, overwhelming evidence shows that the use of corporal punishment in schools can impede learning and contribute to school drop-out. According to Global Initiative to End All Corporal Punishment of Children 2019, a school culture that ensures a safe, respectful environment for students and teaching staff and promotes learning benefits students, teachers and the wider community and is shown to rely less on violence as a means to discipline or educate. There need to educate young people and bring them up morally, spiritually and socially. Children are affected by the violent methods which are deployed when enhancing their conducts in secondary school. The corporal punishment sets a lot of anguish and terrific life throughout their studies. This has being proven by several researches done on effects of corporal punishments to students in secondary schools.

Little attention has been paid on the deployment of alternative disciplinary methods by teachers in enhancing students conducts in secondary schools and the challenges that come with it, though teachers have been identified to play a crucial role in shaping students' discipline. Meru culture allows corporal punishment; students from Meru tribe take it normal to receive corporal punishment since it is being practiced even to elders in public when one has done wrong. However, few studies have explained about the strategies used by teachers to manage students' discipline in secondary schools. In filling the gap, this study therefore investigated the deployment of alternative disciplinary methods to enhance students' conducts in secondary school in Meru District.

RESEARCH QUESTIONS

What alternative disciplinary methods do teachers use when handling students discipline in secondary schools in Meru District Tanzania?

SIGNIFICANCE OF THE STUDY

This study brings awareness to the teachers, parents, public and ministry of education science and technology and policy makers about the usefulness of the alternative methods of handling students indiscipline acts at all levels of their school life. This study might assist all educational stakeholders to realize the challenges that are associated with the use of corporal punishment to discipline students at home and school. It will create awareness to the educational managers on the reason why reluctance on the use of alternative methods to handle students' indiscipline acts by teachers. Finally this study will shade light on the way forward concerning reluctance of teacher to use the alternative methods in handling students' disciplinary issues in schools.

THEORETICAL FRAMEWORK

This study was guided by behaviorist stimulus – response theory. This theory was propounded by Kounin (1996). The theory is based more on the behavior of the teachers and what the teachers should be doing to achieve the desirable behavior of students. The theory developed by Kounin is based on detailed scientific analysis of students' school discipline as a means to control student's behavior. Kouning believed that teachers should have a good lesson movement in order to have an effective connection between teaching and classroom management so as to control student's behavior. The model could be termed as group dynamic model, within which educators work with a group of learners.

Kouning argues that learners adopted good behavior and eliminate bad behavior to gain a reward and /or avoid punishment. Behavior followed by a desirable reward, such as praise, is likely to be repeated. If behavior is followed by undesirable incident, such a pain or fear, the behavior is less likely to be repeated. Kounin's discipline model focuses mainly on the behavior of the educator and what the educator should do to achieve desirable behaviors in his or her learners. Kounin recommends two techniques that can be used to address learner misbehavior. He terms these "weightiness" and "overlapping". He describes "weightiness" as the educator's attribute of having eyes at the back of his or her heads. The educator must be able to know and see what is happening in his or her class even if he or she is busy with something else. An educator who is "with-it" knows what is going on in the classroom at all times. Overlapping is the



ability to attend to two things at the same time. For example, an educator may be helping a small group of learners and also observe that members of the class are not engaging in what is expected.

Strength of the theory

Behaviorist stimulus – response theory identifies educators’ strategies that engage students in lesson and thus reduces misbehavior. This places emphasis on how educators can manage indiscipline students, lesson and classroom so as to reduce the indiscipline incidences. The theory will be applied in this study as it provides the means and best ways to reduce indiscipline. It suggests keeping students actively engaged in class activities, while simultaneously showing them individual attention but also using alternative disciplinary methods which are friendly to enhance students’ conducts.

Weakness of the theory

Behaviorist stimulus – response theory concludes that the educator’s personality has very little to do with classroom control. Referring to educator traits such as friendliness, helpfulness, rapport, warmth, patience and the like, it claims that contrary to popular opinion, such traits are of little value in managing a classroom. The theory expected to find a clear relationship between the actions of educators when students misbehaved and the subsequent misbehavior of those same students but no such findings had emerged.

The relevance of the theory

This theory suited this study as it outlines what technique of movement management to control discipline in any schools. Movement management is the ability to move smoothly from one activity to the next. Good movement in a lesson is achieved by effective momentum (Burden 1995). Some educators make two movement management mistakes: this creates confusion and results in misbehavior. Burden (1995) describes over-dwelling as focusing exclusively on a single issue long after students have understood the point. Students discipline in school needs close supervision. The belief is that behavior manifests as a result of the interplay between stimulus and response. So the aspect of training is emphasizing about the change of behavior, the more someone train a particular skill, behaviour and habit, the more he/she become perfect.

REVIEW OF EMPIRICAL STUDIES

Hermenau K et al (2018). Conducted a study on Teachers’ stress intensifies violent disciplining in Tanzanian Secondary Schools. The study aimed to investigate the influence of teachers’ stress, work satisfaction and personal characteristics on their disciplining style. The sample population of 222 teachers from 11 secondary school in Tanzania was analyzed. The study employed quantitative research design. The findings indicated that there was a direct association between perceived stress and emotional violent discipline as well as physical violent discipline. The findings underlined the importance of integrating topics, such as stress and coping as well as positive, nonviolent discipline measures into the regular teacher’s training and in addition to develop and evaluate school-based preventative interventions for teachers. The current study tried to find out whether the teachers and parents are aware of the alternative disciplinary strategies and if they employ them in enhancing students’ conduct in Meru District.

Felista & Rebeca (2022), strategies used by Heads of Secondary Schools in Managing Students’ Discipline for Academic Achievement, the study employed convergent parallel mixed research design. A sample population of 113 respondents was used to fill questionnaires and interview guide. The study revealed that the strategies used to curb the indiscipline cases include the use of guidance and counseling, cooperation between teachers and parents, provision of positive and negative rewards, and rules and regulations have to be enacted. The study recommended that teachers should have good relationship with both parents and students, parents should play their parenting roles effectively. The current study goes deeper into looking at the other alternative disciplinary strategies that have not been mentioned, and bring more light and emphasis on their use.

Segbefia S. K. & Agbogli A. A. (2022). Conducted a study on examining the implementation of the disciplinary code and its impact on students’ behavior, the study employed a descriptive survey design where questionnaires were used to obtain the data. The study concluded that enforcing school rules and regulations is the best way to maintain school discipline. To avoid indiscipline and student riots, it was suggested that the college administration not only involve students in decision-making but also obtain consensus with students on allowance deductions. This study has explained only one strategy to enhance students conduct. In filling up the gap of the remaining strategies, the current study examined more of the strategies other than involving students in decision-making, these includes; suspension, guidance and counseling, classroom discussion and parents involvement indiscipline issue of their children.



A study by Suyatno et al., (2019) on strategy of values education in the Indonesian education system revealed that values education at Junior High School in Bangka Belitung started with the preparation of school vision based on values, and then the achievement of vision through the preparation of values education strategy. Habituation of values and values role model became the most dominant strategies used by principals and teachers to cultivate values. The results also showed that values derived from religious teachings, namely the values of Iman-taqwa (faith piety) and good akhlaq (Morals) were the most important values serve as a foundation in developing values and discipline in schools. The study has identified habituation of values as strategy to maintain students' discipline. However, only habituation of values was not enough to solve and to maintain students' discipline through guidance and counseling. Therefore it is necessary for this study to be conducted to identify more alternative strategies that can help to improve students' discipline other than violent strategies, which have had serious problems when administered on students in secondary schools.

Manyengo, Kambuga & Mbalamula (2018), did a study on the corporal punishment as a strategic reprimand used by teachers to curb students' misbehaviors in secondary schools in Tanzania. This study employed a quantitative approach using a descriptive survey design. The study sample size was 12 teachers and 45 students from secondary schools where by questionnaires were used as data collection procedure. The results revealed that majority of the teacher's preferred corporal punishment and continue using it as the only alternative punishment strategy. The study moreover found that the majority of students were of the view that corporal punishment should be eliminated due to its harm and cause for students skipping classes and absenteeism. The study design did not match with sample size of the study. The study sample size was too small compared to the research paradigms employed which allows involvement of large number of respondents.

Lynnette & Otara (2022) did a study on the effectiveness of school principals' positive reinforcement approach on managing discipline in public Secondary Schools. The study adopted both Cross-sectional Survey Design, with a population of 271 Principals, 271 Deputy Principals, 1759 Teachers and 10 Directors of education. Only questionnaires were used as research instrument for data collection. The study revealed that the positive behavior reinforcement was very effective, though majority of teachers supported the use of Corporal Punishment in maintaining discipline to students but with moderation. They argued that, if Corporal Punishment was abolished, schools would be descended into chaos. The study reveals that teachers were supportive of using Corporal Punishment in maintaining discipline to students. The study used only questionnaires research instrument during data collection due to unanswered questions. When using questionnaires, there is a chance that some questions will be ignored or left unanswered. The current study will employ in depth interview guide, documentary review and observation methods to collect qualitative data to triangulate the information obtained from questionnaires.

The International Human Rights of the Child Article 28.2 of 1989 states that schools must be run in an orderly way that children are to benefit from them and state parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and conformity. However, experiences from schools in Tanzania seem to be doing precisely the opposite on what it agreed on the right of the child convention of 1989. Public officials including one of the former Deputy Ministers of education once encouraged the use of corporal punishment in public schools as a means of enhancing performance and keeping discipline among pupils (African Child Information Hub 2013; Daily News 9th April 2013 & Odhiambo, 2017). Evidently, there have been a number of cases on improper execution of punishment to students in schools which have instigated serious concerns among stakeholders on whether corporal punishment guidelines are understood by teachers. Studies by Odhiambo (2017) and Hakielimu (2011) revealed that corporal punishment has been a routine to many students as they are beaten for almost any mistake or behaviour which does not even require the teachers to use corporal punishment. In view of this, the current study assess the state of corporal punishment as a management approach of addressing students' discipline problems in Secondary Schools in Meru District in Tanzania.

Salleh & Rosli (2019), conducted a study on the parental involvement in discipline management of special education students in schools, Malaysia. The study adopted qualitative design. The study sample size was 6 heads of school, 12 teachers and 18 parents, where by interview and observations guide were used as instrument for data collection. The study findings indicated that the overall involvement of parents in discipline management of special education students was at a moderate level. Moreover, the study found out that school authorities need to reduce resistance faced by parents so that they can involve themselves in all activities and programs that are carried out by school. Through the cooperation forged between teaches and parents, misconduct and discipline problems of students can be handled collectively by both school and parents. The study seems to be conducted to special education secondary schools where by the rate of students' indiscipline behaviour was very low due to the nature of schools compared to the design used. The current study will be conducted in private and public secondary schools where reality of students life and indiscipline cases arise.



Ugwuegbulm (2018), conducted a study on the exploring parental involvement in public secondary schools in Imo State, Nigeria: The role of socioeconomic status. The study employed qualitative design. Semi-structured individual interviews were conducted to parents. The results of this study revealed that irrespective of their social and economic status, parents believed that secondary education was necessary for college education. Influenced by sociocultural norms, the parent's perceived parental involvement not as a planned, structured efforts directed solely toward the success of children, instead, they viewed participation in their children's education as integral to their overall parental obligations. The findings of the study show the importance of parents' involvement in schools activities beside parents were calming it not as planned. The use of qualitative research may lead to mislead of conclusion since results replicated. Data must be recognized by the researchers in qualitative research for it to be collected. That means there is a level of trust prevent in the data collection process that other forms of research do not require. This study adopted concurrent embedded design which involves the collections of qualitative and quantitative data.

Mbang B, Piliyesi E & Anyona J (2020), conducted a study on the parental involvement and students' discipline in public day secondary schools at Ilala District in Tanzania. The study used qualitative approach design, phenomenology design was used and in quantitative approach, descriptive design was employed. The target population for the study was the parents, teachers and students of the public day secondary schools. Findings of the study revealed that parents of secondary schools in Ilala District in Tanzania are involved in solving indiscipline cases among students. In their efforts to deal with the students' indiscipline, the parents offer counseling, attend disciplinary meetings, strive to teach their children good moral s and punish their children when involved in indiscipline. Phenomenology design would have been difficult to analyses and interpretation since the researcher involve the parents who are not familiar with issues about involvement in school disciplinary cases. This study used both quantitative and qualitative approach design to ensure that the results found are effective and comes from the respondent who is aware of the reality of students' misconducts in schools.

KNOWLEDGE GAP

The reviewed empirical studies show that heads of secondary schools were struggling in managing students' discipline problems in the schools (Kambuga et al. 2018) despite the banning of corporal punishment which was used to maintain students' discipline at any education institutions (URT, 2020). In the view of the reviewed literatures, the removal of corporal punishment to students at secondary level has caused some students to misbehave. This was the role of the heads of schools and teachers to ensure students' discipline in their schools was good. Several studies (Ishengoma, 2014; Mbagi et al., 2020; Andrew, 2018; Semali & Vumilia, 2016) explain about forms of students' discipline, use of corporal punishment to curb down students' indiscipline behaviors. However, none of the reviewed studies explaining about the strategies formulated by heads of schools on enhancing students' discipline in secondary schools, none of the reviewed studies has explained why teachers are hesitating to stop the use of corporal punishment in schools. In filling this gap therefore, the current study investigated the alternative disciplinary methods used by teachers in enhancing discipline in secondary schools in Meru District, Tanzania.

Methodology

This study adopted a mixed method approach under which a concurrent embedded design was used. According to Creswell (2018), a concurrent embedded design which is a single-phase mixed approach involves a simultaneous collection and analysis of both quantitative and qualitative data sets for the purpose complementing each other in order to gain a deeper understanding about the research problem. The advantage of this design is that it combines the advantages of both qualitative and quantitative data (Okendo & Kitula, 2020). In this study the design enabled the researcher to collect the appropriate information needed for drawing a realistic and reliable conclusion. Heads of schools, teachers, students and parents from Meru District were targeted in this study. According to Meru District Educational office (2022) there are 55 secondary schools in Meru District. Whereby 40 secondary schools are public and 15 secondary schools are private schools, with 55 heads of schools, 854 teachers, 18,351 students and 18,351 parents. Heads of schools were targeted because they oversee all school activities and they are responsible for creating conducive working environment and they are the chairpersons of the school disciplinary committee in their respective schools. Sixty (60) teachers used in this study because they are the ones who play a major role in the process of curriculum implementation and therefore, they provided information regarding students' behaviors. One hundred forty four (144) students were also included in this study since they are the once who more often find themselves in indiscipline acts. Six (6) parents also formed part of the respondents of this study, since they are the ones who know their children better out of school and can give valid information in relation to their children disciplinary issues. The instruments used for data collection were questionnaires for both teachers and students and interview guide for heads of schools and parents. The quantitative data was analyzed through computer software (SPSS) version 22 and qualitative data on the other hand was thematically analyzed.



RESEARCH FINDINGS AND DISCUSSION

The researcher wanted to assess the types of alternative disciplinary methods deployed by teachers in enhancing students' conducts. To generate information in this section, questionnaire was used to collect information from teachers and students while interview guide was conducted to heads of schools and parents. Students were requested to respond to Likert scale statements ranging from strongly agree (5) to strongly disagree (1). The descriptive statistics analysis was carried out to present the responses of teachers and students in terms of frequencies and percentage of occurrences. The responses of students and teachers are summarized in Tables below. The responses of parents and heads of schools were compared and discussed together with teachers and students by using direct quotations.

Table 1: Teachers responses on the types of alternative disciplinary methods deployed by teachers in enhancing students conducts (n=60)

ITEMS	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Guidance and counseling	0	0.0	0	0.0	0	0.0	33	55.0	27	45.0	4.45
Discussion with parents	0	0.0	0	0.0	0	0.0	33	55.0	27	45.0	4.45
Discussion in the classroom	0	0.0	0	0.0	13	21.7	27	45.0	20	33.3	4.12
Extra class work	0	0.0	0	0.0	7	11.7	15	25.0	38	63.3	4.52
Peer counseling	0	0.0	0	0.0	0	0.0	40	66.7	20	33.3	4.33
Isolation	2	3.3	7	11.7	0	0.0	33	55.0	18	30.0	3.97
Withdrawing opportunity	0	0.0	2	3.3	0	0.0	13	21.7	45	75.0	4.68
Gardening	0	0.0	0	0.0	0	0.0	60	100.0	0	0.0	4.00
Awarding for improved students	0	0.0	0	0.0	0	0.0	22	36.7	38	63.3	4.63
Suspending students home.	0	0.0	0	0.0	0	0.0	9	15.0	51	85.0	4.85

Source: Field Data (2022)

Data in Table 1 indicated that extreme majority 100% of the teachers participated in the study strong agreed and agreed that guidance and counseling is the type of alternative disciplinary method deployed by teachers in enhancing students conducts. This implies that teachers used counseling and counseling technique as the alternatively disciplinary method to shape the behaviour of students who misbehave in secondary schools. This method help teachers to guide students to behave well and refusing bad behaviour that will tend to affect their day to day conducts when they are at school or outside the school. Guidance and counseling help to improve discipline and academic performance of students. There is enough proofing that lack of guidance and counseling to students leads to indiscipline in schools. These findings are in line with Felista & Rebeca (2022), found the strategies used to curb the indiscipline cases include the use of guidance and counseling, cooperation between teachers and parents, provision of positive and negative rewards, and rules and regulations have to be enacted.

Additionally, the data in the Table 1 show that extreme majority 100% of the teachers strong agreed and agreed on the discussion with parents as the type of alternative disciplinary method deployed by teachers in enhancing students conducts. The study noted that extreme majority of teachers preferred to discuss with parents as the alternative disciplinary strategies in dealing with indiscipline issues among the students in secondary schools. This implies that parents as first socializing agents by collaborating with teachers can play a great role on the shaping the behaviour of students/children when they are at school and home. This method is more effective due to the fact that discussion and cooperation between parents and teachers can assist each other to make follow up on students behaviour when they are at school or home. These findings concur with study done by Salleh & Rosli (2019), conducted a study on the parental involvement in discipline management of special education students in schools, Malaysia. The study found out that through the cooperation forged between teaches and parents, misconduct and discipline problems of students can be handled collectively by both school and parents.

Moreover, the results in the Table 1 show that greater majority 78.3% of the teachers participated in the study agreed and strong agreed on the discussion in the classroom as alternative disciplinary method deployed by teachers in enhancing students' conducts and only extreme minority 21.7% of the teachers undecided on the statement. The findings noted that teachers prefer to discuss with students in the classroom as the alternative disciplinary strategy to enhance students conducts. This disciplinary strategy is very effective because through discussion between teachers and students in the classroom will help to know the sources of misconducts between the students and suggest the ways that can be used to abolish sources of misconducts among the students that lead to shape the behaviour of students without using corporal punishment.



Furthermore, the data presented in Table 1 indicate that extreme majority 100% of the teachers strong agreed and agreed on the awarding for improved students as alternative disciplinary method deployed by teachers in enhancing students’ conducts. This implies that awarding improved students used as alternative disciplinary method to shape the misconducts students instead of using corporal punishment. Through awarding may motivate misconducts students to behave well and leaving bad behaviors by expecting to be awarded after being improved from misconducts.

Data in Table 1 indicated that extreme majority 100% of the teachers agreed on use of suspension students’ home as alternative disciplinary method deployed by teachers in enhancing students’ conducts. The extreme majority of teachers agreed on this alternative disciplinary method to deal with misconducts students rather than using corporal punishment.

The suspension punishment that provided by school committee or head of school to the indiscipline students helped to shape misconducts behavior to the students due to the fact that after finished the suspension they come back to school and stop to engage in indiscipline issues any more instead pay attention on their studies and result to have good performance in the studies. These findings concur with findings with Lilian, (2015) found that suspension help in shaping the behavior of misconducts after being suspended the students behavior change and tend to behave well.

During an interview with heads of schools about the forms of alternative disciplinary methods they employ in Secondary schools. One of the heads of schools said that:

Various strategies of discipline being used in schools to instill discipline of students of this school, the effectiveness of these strategies varies from school to school and also depending with the offence committed. For minor indiscipline manual punishment was effective while for major indiscipline alternative strategies include suspension, Exclusion, Guidance and counseling, peer mediation and teacher-student conferences are used (Personal interview with Head of School A on 26th September, 2022).

Another head of school testified that: “*The common employed alternative disciplinary strategies included warnings and reprimands; school discipline committees; guidance and counseling; reporting the cases to higher authorities*” (Personal interview with Head of School B on 26th September, 2022).

Additionally, during interview another head of school said that:

Many teachers prefer using reprimands in attempts to stop disruptive student behavior, particularly by students with emotional or behavioral problems, though this may not be effective. Other teachers using warnings and reprimands to manage students discipline. But for me as a head of school I prefer using guidance and counseling as an alternative disciplinary strategies in dealing with students showing bad behaviour, for I think guidance and counseling is the effective in shaping students behaviour that other methods. (Personal interview with Head of School B on 26th September, 2022)

The result in Table 1 show that extreme majority 100% of the teachers sampled to participate in the study agreed on the providing students extra-curricular activities like gardening as the alternative disciplinary method to deal with misconduct students. When the sent out of class setting and provided other work to do help to shape behavior of students. But this method may have negative effect on students’ academic performance due to the fact when the students assigned the work miss class session which lead to poor academic performance. These findings are in line with Donna, (2018) the study recognized that school discipline policies that exclude students from the learning environment promote a cycle of academic failure that pushes them out of economic opportunities and into the school-to-prison pipeline.

Table 2: Teachers Responses on the Frequently Head of Schools Use Corporal Punishment in Managing Students’ Discipline (n=60)

Variables	f	%
Frequently	40	66.7
Not at all	20	33.3
Total	60	100.0

Source: Field Data (2022)

The data from Table 2 show that majority 66.7% of the teachers participated in the study responded that frequently heads of schools use corporal punishment in managing students discipline whereas minority 33.3% of the teachers responded not all that heads of schools use corporal punishment in managing students’ discipline. The findings noted that majority of teachers sampled to participate in the



study agreed that frequently heads of school use corporal punishment in managing students’ discipline. This implies that heads of schools believe that corporal punishment is the most effective method in dealing with misconducts students and to shape the behavior of the students. These findings join forces with the findings obtained by Lynnette & Otara (2022) the study revealed that the positive behavior reinforcement was very effective, though majority of teachers supported the use of Corporal Punishment in maintaining discipline to students but with moderation. They argued that, if Corporal Punishment was abolished, schools would be descended into chaos. The study reveals that teachers were supportive of using Corporal Punishment in maintaining discipline to students. Manyengo, Kambuga & Mbalamula (2018), The results revealed that majority of the teacher’s preferred corporal punishment and continue using it as the only alternative punishment strategy.

Table 3: Students responses on the types of alternative disciplinary methods deployed by teachers in enhancing students conducts (n=144)

ITEMS	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Guidance and counseling	38	26.6	4	2.8	0	0.0	27	18.9	74	51.7	3.66
Discussion in the classroom	15	10.5	23	16.1	10	7.0	45	31.5	50	35.0	3.64
Cleaning	8	5.6	11	7.7	38	26.6	53	37.1	33	23.1	3.64
Extra class work	13	9.1	22	15.4	16	11.2	54	37.8	38	26.6	3.57
Suspension	26	18.2	10	7.0	34	23.8	38	26.6	35	24.5	3.32
Discussion with parents.	20	14.0	27	18.9	27	18.9	30	21.0	39	27.3	3.29
Withdrawing opportunities.	21	14.7	34	23.8	26	18.2	18	12.6	44	30.8	3.21
Law enforcement agents	20	14.0	12	8.4	22	15.4	36	25.2	53	37.1	3.63
Gardening.	15	10.5	31	21.7	20	14.0	57	39.9	20	14.0	3.25
Watering flowers	24	16.8	34	23.8	15	10.5	43	30.1	27	18.9	3.10

Source: Field Data (2022)

The data in Table 3 show that majority 70.6% of the students participated in the study strong agreed and agreed that teachers used guidance and counseling as the alternative disciplinary method in enhancing students conducts while extreme minority 29.4% of the students participated in the study disagreed on the statement that teachers used guidance and counseling as the alternative disciplinary method in enhancing students conducts. The study noted that majority of students agreed that teachers use guidance and counseling as alternative disciplinary method to deal with misconducts students at school. This evident that teachers used guidance and counseling instead of corporal punishment to misbehaving students, so there are necessity of having an office of guidance and counseling in each community secondary school in order for teachers to use this strategy effectively and bring positive result of shaping the behaviour of students in secondary schools. These findings concur with The Assertive Discipline Model (2007) which asserts that the teachers set limits on learners’ behaviour so that order is maintained in an effective and efficient learning environment through teaching obedience to authority and simultaneously providing learners with support.

These were supported during the interviews with parents; the use of guidance and counseling was discovered as one parent had the following to say:

Many teachers in the school that my children are learning prefer using guidance and counseling method to shape students’ discipline, this method is effective due to the fact teachers guide students on how they wanted to behave and counsel to leave bad behaviors which are accepted at school and even at home. But there are other alternative disciplinary methods used like warning, suspension and manual work to the indisciplined students (Personal interview with parent on 26th September, 2022)

Another parent said that:

Teachers prefer using suspension as alternative disciplinary method in shaping students behavior. But this method has negative effect on students’ academic performance because the students after being suspended tend to skip/miss classes sessions which tend to affect students’ academic performance. Some teachers provide manual work to the students like gardening and others called parents of the misconduct students (Personal interview with parents on 26th September, 2022).

According to the information obtained from the parents through face to face interview indicate that teachers in the sampled secondary schools used alternative disciplinary methods to enhance students conducts and those methods are effective that’s why teachers prefer using those methods like warnings, reprimands, suspension, guidance and counseling and others. These findings are in line with Anunsiata et al, (2020) the study found that teachers take appropriate disciplinary actions such as suspending discontinuing and giving warnings to the students with disciplinary issues.



Additionally, data in Table 3 indicated that majority 66.5% of the students participated in the study agreed that teachers used discussion method in the classroom as alternative disciplinary method in enhancing students conducts, extreme minority 26.6% of the students disagreed on the statement and only extreme minority 7.0% of the students undecided on the statement. This implies that teachers used class discussion method with students in enhancing students’ conducts and dealing with students who misbehave in school. Any problem can be solved through discussion between two parts or more, so through class discussion between the teachers and students can help to reveal the sources misconducts among the students and find the best solution against those sources of misconducts among the students. This will help to reduce bad behaviors among the students and result students to behave well. These finding concur with Segbefia & Agbogli (2022) the study find out that that enforcing school rules and regulations is the best way to maintain school discipline. To avoid indiscipline and student riots, it was suggested that the college administration involve students in decision-making but also obtain consensus with students on allowance deductions.

Data in Table 3 show that slightly majority 51.1% of the students participated in the study strong agreed and agreed that teachers use suspension as the alternative strategy used to enhance students conducts, extreme minority 25.2% of the students strong disagreed and disagreed on the statement and extreme minority 23.8% of the students undecided on the statement. This implies that teachers prefer using suspension in enhancing students’ conducts and dealing with misconducts students in secondary schools. The suspension shape the misbehave students and bring them in line, but when the students suspended lack class session which result to have bad academic performance. These findings are in line with Mwaura (2019), found out that corporal punishment and suspension were some of the most frequently used strategies in enforcing discipline in schools. Also these findings concur with Juan *et al*, (2021) study found that proposed that minor infraction suspensions contributed to lost instruction time, dampened relationships with educators, and school alienation sentiments. Indeed, suspensions have been associated with lower academic performance over time.

Moreover, data in Table 3 show that minority 48.3% of the students participated in the study strong agreed and agreed that teachers discuss with parents as the alternative disciplinary method to enhance students conducts, 32.9% of the students disagreed on the statement while extreme minority 18.9% of the students participated in the study undecided on the statement. Parents can be involved to deal with the students’ indiscipline, by offering counseling, attend disciplinary meetings, strive to teach their children good morals and punish their children when involved in indiscipline. So this method is very effective because both parents and teachers so the students’ behaviors progress monitored at home and school settings. But the challenge of this disciplinary strategy is that some parents are not familiar with issues about involvement in school disciplinary cases. These findings concur with Ugwuegbulm (2018) the findings of the study show the importance of parents’ involvement in schools activities beside parents were claiming it not as planned.

Furthermore, data in Table 3 show that majority 64.4% of the students strong agreed and agreed that teachers provide extra class work to the students who misbehave or misconducts, extreme minority 24.5% of the students disagreed on the statement and only 11.2% of the students sampled to participate in the study were undecided on the statement. The study found out that teachers provide extra class work to the students who misbehave in order to bring them in line. The misconducts students assigned more class work that resulted them to use their extra time to do that work instead engaging in other extra-curricular activities lack sports and games. When misconducts students lacking the chance of engaging in other extra-curricular activities result those students to regret their mistakes and will not tend to commit the mistakes or misbehaving again.

Table 4: Students Responses on the Frequently do teachers use alternative disciplinary methods in managing students’ discipline (n=144)

ITEM	Very Frequently		Frequently		Not at all		Mean
	f	%	f	%	f	%	
How frequently do teachers use alternative disciplinary methods in managing students’ discipline?	31	21.7	97	67.8	15	10.5	1.89

Source: Field Data (2022)

Data from Table 4 indicated that extreme minority 21.7% of the students participated in the study responded that very frequently teachers use alternative disciplinary methods in managing students’ discipline, majority 67.8% of the students responded that frequently teachers use alternative disciplinary methods in managing students’ discipline and only extreme minority 10.5% of the students responded that not at all teachers use alternative disciplinary methods in managing students’ discipline. Majority of students stated that teachers use alternative disciplinary methods in managing students’ discipline, this implies that teachers in the sampled secondary schools prefer



using alternative disciplinary methods in dealing with misconduct students and shaping the students discipline. Since teachers prefer using alternative disciplinary methods in managing students' discipline, means that alternative disciplinary methods are effective in shaping students discipline and dealing with indiscipline issues among the students. These findings concur with Igwe (2014) the study found that teachers use all the alternative disciplinary strategies but rated cognitive and supportive strategies as very effective and punitive strategy as moderate. Major challenge faced by teachers in disciplining students after the ban of corporal punishment is students being unaffected and not wanting to change with the minor punishments given to them.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn from the research findings of the study; school administration and staff teachers have deployed alternative discipline strategies which include guidance and counseling, collaborative decision making, parental involvement in indiscipline cases, suspension, warnings, extra classwork and others. Guidance and counseling and suspension is the most popularly used form of strategies while extra class work and parental involvement is the least adopted disciplinary strategies used. Also the study concluded that these alternative disciplinary strategies have not been very effective because still have causes of both major and minor indiscipline cases taking place in the sampled secondary schools.

From the conclusions; the study came up with recommendations that included:

The research recommends that teachers training colleges, school administration and ministry of education, science and technology should develop pre – service and in – service staff training programs on alternative disciplinary strategies that are tailored to the school environment to keep teachers up to date with new skills of dealing with student discipline issues.

In addition, the school administration and teachers should familiarize with the ministry's policies and guidelines on discipline after the ban of corporal punishment so as to adopt appropriate alternative disciplinary strategies.

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