Assessment of Disciplinary Problems Among Secondary School Students in Kondoa District

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ABSTRACT

The study focuses on the assessment of disciplinary problems among secondary school students in Kondoa district. Secondary education is a critical phase in a student's academic journey, and issues related to discipline can have lasting effects on their personal development and academic performance. The primary objectives of the study were to analyze the sources of disciplinary problems and to assess the effects of these problems. The research employed a descriptive study design and gathered data through interviews and questionnaires administered to various stakeholders, including students, District Education Officer, Ward Education Officer, Head teachers, Discipline teachers, Teachers, and Parents/Guardians. Six secondary schools in Kondoa District were included in the study. Data analysis was conducted descriptively using the Statistical Package for Social Sciences (SPSS), and findings were presented in narrative form, complemented by frequency tables and percentages. The study identified several discipline problems among secondary school students, including drug abuse, alcoholism, abusive language, and immodest dressing. Family backgrounds and peer pressure were recognized as significant contributing factors, exacerbated by the negative influence of social media. These disciplinary issues had adverse consequences, such as increased truancy, higher dropout rates, unwanted pregnancies, and poor academic performance. To address these issues, the study suggested implementing clear rules and regulations, promoting friendly school environments, and actively involving parents in addressing discipline problems. The cooperation between schools and families was emphasized as a crucial step toward achieving academic excellence and reducing indiscipline cases among secondary school students. Recommendations also included regular parent-teacher communication, the dissemination and implementation of a discipline plan, and various mechanisms for enhancing students' moral development. Further research opportunities were identified, such as exploring the roles of different discipline management mechanisms and the responsibilities of school administrators in maintaining school discipline.

Keywords: Indiscipline, discipline, school discipline

INTRODUCTION

The school as agent of socialization and training is responsible for molding our future leaders and improving manpower needed in our society. Indiscipline rears its ugly head through the form of lack of local commitment to study, lateness to school, Absenteeism, neglect of duty and parents who feel less concerned about their children by going out to work very early and coming late when the

children are already asleep. All these have a way of retarding progress of students' education and also limit out effectiveness and efficiency of students' discipline.

The school as an organization should be able to deliver humanitarian services, geared towards the betterment of the government and the society. Such as the ability to inculcate moral, punctuality, regularity, honesty and dedication of work. This means the school should be able to produce disciplined students who will later become good citizens and free from any indiscipline act be it drug addiction, gambling, truancy or other vices.

Indiscipline, which serves as a major source of some social vices in Tanzania is of great concern to the parents, government and teachers such vices include stealing, pocket picking, drug abuse among youth also constitute nuisance to the government and society. Besides, it is widely believed that the expansion of educational opportunities is a keystone to the nations accelerated socio-economic development. However, ensuring universal of general education without compromising quality is among the top priorities and with a daunting challenge, especially for the developing countries (MoE, 2005, UNESCO, 2005).

Student's misbehaviour, which refers to a behaviour that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, is with far reaching implications toward the achievement of the education goals. Globally, the role of students discipline in quality education has been increasingly recognized. Accordingly, well managed schools and classrooms are found to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students (Craig, Kraft & duPlessis, 1998). Moreover, mismanaged student's misbehaviour results into juvenile delinquency (Michael Shader, 2005).

Students' discipline is the pre-requisite to almost everything a school has to offer students (Selfert and Vornberg, 2002). Selfert and Vornberg further link discipline with both the culture and climate of the school; ''In order for a satisfactory climate to exist within a school, a certain level of discipline must exist''. In schools where discipline is a serious problem, for example, where student bully others, parents can transfer their children to better schools. And because the well behaved usually performs well (Rigby, 2000), their transfer can affect the overall performance of that school. Troublesome student can sometimes make teachers to react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it (Dreikurs et al., 1998). In the words of McManus (1995): punishment does not discourage misbehaviour but rather reinforces the pupils' view of adults treacherous.

In Africa, for example in South Africa, there are reports of a sharp increase in the number of cases of learners' indiscipline in schools and there are cases where some learners are alleged to have murdered other learners on the school premises (Thompson, 2002; Harber, 2001). This is confirmed by various media reports which have highlighted a number of incidences of physical violence bullying and victimization in schools in the Eastern Cape (Smit, 2010). School administrators and teachers have wide discretionary authority in disciplining students.

In East Africa, Kenyan government policies have recommended establishment of guidance and counselling departments in the secondary schools. For instance, the Gachathi report (976) recommended that the ministry of education expand its services to include guidance and counseling services. At the same time the Kamunge report of (1998) reiterated the same and recommended that school should establish guidance and counseling services with senior teachers being counselors (MoE, HRD, 1999).

In Tanzania, similar efforts are being done at all levels of education i.e., pre-primary schools, Primary schools, secondary schools, colleges as well as in universities. Different strategies to achieve the aforementioned have been employed both at national and school level (Ngulumbe, 2010). Among others the adoption and deployment of school rules and regulations in secondary schools remains responsible in monitoring and curbing of students' behavior (URT, 1995). Indiscipline has turned to a national issue. In schools, rules are developed to monitor and guide behavior (MANTEP, 1995). School rules are principles or orders, which a particular school follows. School regulations are official orders that a particular school adopt to ensure proper students' behaviour. Mosha (2006) asserted that school rules and regulations in Tanzania have specific functions including preparing pupils as a good citizen and whoever breaks them are considered as offenders and may be punished. Strictly rules and regulations are effective in minimizing indiscipline in schools.

In its Education Circular number 06 (2022); Ministry of Education, Science and Technology (MOET), pointed out that different nations in the world have been taking various efforts to ensure that every nation protects and improves its moral and discipline culture for the aim of safeguarding peace, harmony, unity and development in a given nation. However, due to high level of science and technology development, which leads to the growth of globalization and the need to have "globe citizens", more efforts are highly needed in order to ensure that globalization does not bring cultural and moral decay in Tanzania because the culture we have and morals are the main pillars to protect the nation.

Despite these rules, there is still indiscipline in many schools; one can find measures such as students' expulsion, suspension, and exclusion, or corporal punishment as the order of the day.

Theoretical Framework

This study was guided by three theories three main theories were adapted by the researcher to deal with this study; and these are Social Control Theory, Production Theory and McGregor's Theory X and Y.

Social Control Theory

This theory developed by Travis Hirschi in 1969, posits that people adhere to rules and regulations due to their social bonds and relationships. These bonds create a sense of belonging and encourage compliance with societal norms. Insufficient social bonds can lead to a disregard for rules, while strong bonds deter deviant behavior. School rules and regulations, though perceived differently by individuals, are essential for maintaining order. They serve as control mechanisms that students generally conform to. Hirschi's theory identifies four social bonds that influence behavior: attachment to others, commitment to conformity, involvement in conventional activities, and belief in the legitimacy of societal norms. These bonds play a role in shaping how students behave in school.Researchers like Jenkins (1997) and Stewart (2003) have highlighted the school's role as a crucial agent of social control. Schools can influence behavior independently of other background factors. For instance, school rules can deter delinquency irrespective of a student's family situation. In practice, school rules are vital tools for preventing indiscipline. However, their effectiveness relies on their enforcement. Unfortunately, those who most need such rules, often students with discipline issues, may face exclusion through suspensions or expulsions.

Production Theory

This is another theoretical framework which is based on production theory as revealed by Psachalopoulos and Woodhall (1985). Views a firm as an open system making decisions on resource allocation to produce desired quantities. It comprises three components: inputs, processing, and outputs. External and internal factors affect the process of converting inputs into outputs, impacting efficiency. In an educational context,

schools also function as open systems. Students represent inputs, and the process involves teaching, guidance, and disciplinary measures, leading to outputs like successful completion and academic achievement. However, internal inefficiencies such as suspensions, repetitions, and dropouts reduce the output below 100%. These inefficiencies can be triggered by factors like student behavior and external influences from home. Poorly behaved students may face suspension, leading to performance decline. External control at home can contribute to discipline problems, and conflicts between freedom and parental authority may lead to rebellion, affecting both behavior and academic performance. Creating a conducive school environment that addresses students' needs and promotes effective teaching and learning can enhance disciplinary achievement and overall academic success

Theory X and Y

McGregor's Theory X and Theory Y provide alternative perspectives to classical organizational theory. In Theory X, schools are seen as organizations where discipline is enforced through rules, regulations, and punishments to achieve organizational goals. Theory Y, on the other hand, views schools as organizations where leadership skills and cooperation are employed to enforce rules set by management. The core concepts in McGregor's theories include rules, regulations, disciplinary actions (especially punishments), and time management. These concepts are essential in the efficient administration of discipline in educational institutions. These theories are used to explain discipline because they offer different approaches to addressing social issues. Social Control Theory is relevant as it deals with social-related problems in social contexts. Theory X and Theory Y represent contrasting methods for addressing indiscipline, with Theory Y emphasizing motivation, guidance, counseling, coaching, and rewards as alternatives to punishment. Combining these three theories provides a comprehensive framework for discussing and analyzing discipline-related issues. While all three theories have relevance, Theory X and Theory Y are particularly pertinent to the topic at hand, offering different approaches to addressing indiscipline in schools.

METHODOLOGY

The study employed descriptive survey design so as to gather and analyze data as it combines two approaches (qualitative and quantitative) for in-depth and wide information. The current study used mixed research approaches. Both qualitative and quantitative data were used in order to enable the researcher to obtain necessary data on variables under study. The population of the study was 100 people derived from six schools, these include six categories of respondents including District Education Officer (DEO), Word Education Officer (WEO), Teachers, Head Teachers (HT), Parents and students. The school administrators, the teachers, students and parents were used because they know more about indiscipline cases among these schools. In this research, a simple random sampling method was employed to choose teachers and students from six secondary schools in Kondoa District and study purposive sampling procedure was used to the Head Masters, Discipline Masters, Head Prefects, DEOs and WEOs. The researcher used questionnaires and interviews as the tools for data collection. The collected data was analyzed using SPSS version 25 and presented in the form of frequency-percentage tables.

Results and discussion

Sources of Disciplinary Problems to the Secondary Students

This section presents analyses and discusses the findings on the Sources of disciplinary problems to the secondary school students. The respondents showed different opinions on the on the Sources of disciplinary problems to the secondary school students.

Table: 4.6 Poor Parental Care

Researcher wanted to find out if the poor parental care is one among the sources of discipline problem to the students at school and after careful data analysis, the following results was derived;

Poor parental care	Frequency	Percentage
Strong agree	55	68.7
Agree	10	12.5
Neutral	08	10.0
Disagree	06	7.5
Strong disagree	01	1.2
TOTAL	**80**	**100%**

Source: Field Data (2023)

Based on the data presented, it is evident that a majority of 68.7% strongly agree, with an additional 12.5% in agreement, that inadequate parental care is a contributing factor to disciplinary issues among secondary students, forming a category of discipline problems in schools. This collective consensus demonstrates a widespread recognition of the negative consequences of insufficient parental care on student behavior and the disciplinary challenges faced in educational settings. Nevertheless, it's worth noting that 10.0% hold a contrary view, 7.5% remain neutral, and 1.2% strongly disagree with this perspective. These dissenting voices may stem from varying viewpoints on the link between parental care and student discipline, suggesting a need for further discussion or education on this matter. Nevertheless, the predominant agreement underscores the significance of addressing issues related to parental care in schools through prevention programs, support systems, and educational initiatives to cultivate a safer and more conducive learning environment.

During the interview one among the parent replied:

"Some parents' failure to instill discipline in their children is the primary contributing factor to disciplinary problems in schools signifies a critical concern within the educational landscape. This perspective highlights the foundational role of parental guidance in shaping a child's behavior and moral compass. When parents fall short in teaching discipline, it can lead to a lack of respect for rules, authority, and societal norms among students"

This means that, poor parental care can result in reduced supervision, leaving adolescents with greater autonomy and less guidance. This lack of oversight can create opportunities for students to explore negative behaviors, such as substance abuse, delinquency, or defiance of school rules. As a result, parental supervision and monitoring are crucial elements in maintaining a structured and disciplined environment for adolescents, ultimately contributing to their overall well-being and success in school. The result in line with Thompson, et al. (2018) who highlighted the role of parental supervision and monitoring in preventing problem behaviors among adolescents. Poor parental care can lead to reduced supervision, increasing the likelihood of students engaging in disciplinary issues.

4.3.2.1 Peer Pressure

Researcher wanted to find out if the peer pressure is one among the sources of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.7 Peer Pressure

Peer pressure	Frequency	Percentage
Strong agree	48	60.0
Agree	18	22.5
Neutral	9	11.2
Strong disagree	1	1.2
Disagree	4	5.0
TOTAL	**80**	**100%**

Source: Field Data (2023)

After careful data analysis researcher found out that, 60.0% a majority of respondents strongly agree that peer pressure as a source of disciplinary issues in schools. This overwhelming consensus highlights a widespread belief in the connection between peer pressure and student disciplinary challenges. Additionally, over 22.5% of respondents express agreement, though not as strongly as the "strongly agree" group, still recognizing the influence of peer pressure on disciplinary matters. This supplementary agreement further emphasizes the concern that a significant portion of respondents holds regarding this issue. Conversely, almost 1.2% of participants take a contrary stance by disagreeing with the statement. They do not view peer pressure as a primary contributor to discipline problems among students, indicating alternative factors or a belief in the diminished influence of peer pressure. A noteworthy minority, making up 5.0% of respondents, adopt a neutral position, revealing mixed feelings, a lack of sufficient information, or a lack of strong convictions on the topic. It's imperative to delve deeper into their perspectives to gain a more nuanced understanding. A very small portion (1.2%) strongly opposes the statement, asserting that peer pressure does not contribute to discipline problems among school students. This group maintains a

distinct perspective, indicating the necessity for further exploration to comprehend the factors driving their viewpoint.

During the interview, the respondent from school A replied"

"*In generally, peer pressure represents a significant source of disciplinary problems among secondary students. Adolescents are highly influenced by their peers as they navigate the complexities of social dynamics during this developmental stage. The desire to conform and fit in can lead students to engage in behaviors that may violate school rules or societal norms, such as cheating, bullying, or substance abuse. Peer pressure often creates a powerful social dynamic that can be difficult for young individuals to resist, leading to disciplinary challenges as they succumb to the influence of their peers. Understanding and addressing peer pressure is crucial for maintaining a disciplined and conducive learning environment in secondary schools.*"

The results show that peer group influences what the student values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group. There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behavior in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. The study supported by the work of Pellegrini, (2003), who discussed on peer pressure plays a central role in the perpetuation of bullying behaviors. Students may engage in bullying due to peer pressure or to gain social acceptance, contributing to disciplinary issues related to bullying incidents. This means that, the scholarly perspectives collectively highlight the pivotal role of peer pressure in contributing to disciplinary problems among students. He underscored the need for proactive measures, including educational programs and interventions, to empower students to make responsible decisions and resist negative peer influences, ultimately fostering a more disciplined and respectful school environment.

4.3.2.2 Poverty

Researcher wanted to find out if the poverty is one among the sources of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.8 Poverty

Poverty	Frequency	Percentage
Strong agree	28	35.0
Agree	24	30.0
Neutral	15	18.7
Strong disagree	4	5.0
Disagree	9	11.2
TOTAL	**80**	**100%**

Source: Field Data (2023)

The finding indicates a significant consensus among respondents, with 35.0% strongly agreeing and an additional 30.0% agreeing that poverty is a contributing factor to discipline problems among school students. This underscores a widespread recognition that socio-economic conditions can play a substantial

role in shaping students' behavior and disciplinary challenges. However, it's important to acknowledge the 18.7% who disagree, 5.0% who remain neutral, and the 11.2% who strongly disagree with the statement. These divergent viewpoints may arise from varying perspectives on the complex relationship between poverty and disciplinary problems. Nonetheless, the majority agreement suggests that addressing poverty-related issues within the school environment is a pressing concern, calling for comprehensive strategies aimed at mitigating the impact of socio-economic disparities on students' well-being and behavior.

These findings were supported by the one of the interviewees, who revealed that.

"Poverty can indeed be a source of disciplinary problems among secondary students. Students from low-income backgrounds often face a range of challenges that can manifest in behavioral issues at school. Economic hardship can lead to stress, anxiety, and emotional struggles, which may result in disruptive behavior as a coping mechanism. Additionally, the lack of access to basic necessities, such as proper nutrition and clothing, can affect a student's self-esteem and overall well-being, potentially leading to disciplinary infractions. Moreover, poverty can limit access to educational resources and extracurricular activities, making it more challenging for students to engage positively in school. Recognizing and addressing the impact of poverty on student behavior is essential for creating a supportive and inclusive learning environment."

The results show that, poverty can lead to disciplinary challenges in secondary students. Financial struggles can result in stress and anxiety, which may translate into behavioral issues at school. Additionally, students from low-income backgrounds might encounter difficulties accessing essential resources like nutritious meals and suitable clothing, impacting their self-esteem and overall health. The study supported by Losen & Martinez, (2013) who highlighted how socioeconomic inequality can create disparities in disciplinary actions within schools. Students from low-income backgrounds may face harsher disciplinary measures compared to their more affluent peers.

3 Bad influence of social media

Researcher wanted to find out if the social media is one among the source of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.9 Bad influence of Social Media

Social media	Frequency	Percentage
Strong agree	32	40.0
Agree	14	17.5
Neutral	12	15.0
Disagree	12	15.0
Strongly Disagree	10	12.5
TOTAL	**80**	**100%**

Source: Field Data (2023)

After careful data analysis researcher found out that, 40.0% of respondents are strongly agreeing and an additional 17.5% agreeing that social media plays a role in causing discipline problems among school students. This indicates that a significant portion of the surveyed population firmly believes in the link

between social media and disciplinary issues, highlighting the growing concern over the impact of online platforms on student behavior. However, it is noteworthy that a relatively small but still significant percentage, 15.0%, disagrees, while 15.0% remain neutral, and 12.5% strongly disagree with the statement. These dissenting voices warrant attention as they may hold alternate perspectives or question the extent to which social media influences disciplinary problems. The finding underscores the need for schools and educators to address the evolving challenges posed by digital technology and social media, while also recognizing the varying viewpoints within the community to develop a holistic approach to student discipline and well-being.

The results are in line with the work of Patchin & Hinduja, (2018). Social media platforms can expose students to inappropriate content and encourage risky online behaviour. This exposure may lead to disciplinary actions when students engage in activities that violate school policies. This means that, social media platforms, with their vast and often unregulated content, can inadvertently expose students to inappropriate material and encourage them to participate in risky online behavior. Such exposure may include viewing explicit content, engaging in cyberbullying, or participating in discussions that contravene school policies. Consequently, when students act in violation of these policies through their online activities, educational institutions may deem it necessary to take disciplinary actions to maintain a safe and respectful online environment for all students. This underscores the importance of digital literacy education and monitoring efforts to address these concerns proactively.

4.3.3 Effects Of Disciplinary Problems to the Secondary Students

This section presents analyses and discusses the findings on the effects of disciplinary problems to the secondary school students. The respondents showed different opinions on the on the effects of disciplinary problems to the secondary school students.

4.3.3.1 Truancy

Researcher wanted to find out the Truancy as a one among the effects of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.10 Truancy

Truancy	Frequency	Percentage
Strong agree	55	68.7
Agree	10	12.5
Neutral	08	10.0
Disagree	06	7.5
Strong disagree	01	1.2
TOTAL	80	100%

Source: Field Data (2023)

The data indicates a significant consensus among respondents, with 68.7% strongly agreeing that disciplinary problems contribute to truancy among students. This collective sentiment emphasizes the imperative of addressing disciplinary challenges to alleviate truancy rates in secondary schools. Furthermore, the 12.5% who expressed agreement demonstrate considerable concern regarding the impact of disciplinary problems on truancy, possibly rooted in personal experiences or observations. However, the 10.0% of neutral respondents warrant attention, as their stance might result from factors like limited awareness, uncertainty, or the belief that the relationship between disciplinary problems and truancy is complex. Additionally, 7.5% of respondents disagreed with the statement, and 1.2% strongly disagreed, reflecting dissenting viewpoints that merit further exploration in understanding the nuances of this issue. During the interview the respondent replied:

"It is true that, truancy, often regarded as a disciplinary problem among secondary students, refers to the habitual absence from school without a valid excuse. It is a multifaceted issue with far-reaching consequences. Students may skip school due to various factors, including academic struggles, bullying, disinterest, or conflicts with teachers or peers. Truancy not only disrupts the learning process but also increases the risk of academic underachievement and involvement in delinquent behaviors. Addressing truancy necessitates a holistic approach involving school interventions, parental involvement, and community support to foster a positive and engaging learning environment".

This means that truancy, commonly seen as a disciplinary concern in secondary education, involves the consistent, unexcused absence from school. This complex issue arises from various factors like academic difficulties, bullying, lack of interest, or conflicts with peers and teachers. Truancy disrupts learning, raises the risk of poor academic performance, and involvement in misconduct. A comprehensive approach, including school initiatives, parental engagement, and community support, is crucial to create a positive and engaging learning atmosphere while addressing truancy. The study supported with work of (Gottfried, 2011). Who emphasized that truancy has a detrimental effect on academic performance? When students are repeatedly absent from school due to disciplinary problems, they are more likely to fall behind in their studies, further exacerbating disciplinary issues.

4.3.3.2 School Dropout

Researcher wanted to find out if School drop out as a one among the effects of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.11 School dropout

School dropout	Frequency	Percentage
Strong agree	49	61.2
Agree	16	20.0
Neutral	9	11.2
Disagree	4	5.0
Strong disagree	2	2.5

TOTAL	**80**	**100**

Source: Field data (2023)

After careful data analysis researcher found out that, Majority comprising 61.2%, strongly agreed with the statement, and an additional 20.0% expressed agree. These high levels of agree and strongly agree underscore a shared belief among respondents that disciplinary problems indeed contribute significantly to school dropout rates. This consensus reflects a serious concern within the surveyed population regarding the potential consequences of disciplinary issues on students' educational trajectories. However, it's noteworthy that a smaller proportion of respondents, 11.2%, remained neutral on this issue, possibly indicating a lack of information or limited personal experiences with the topic. Additionally, 5.0% disagreed, and 2.5% strongly disagreed with the statement, suggesting dissenting viewpoints. These opposing perspectives may stem from a belief in alternative primary causes for school dropout, indicating the complexity of factors contributing to this issue. Addressing school dropout necessitates a comprehensive understanding of its multifaceted nature, which may include disciplinary problems but also extends to broader social, economic, and educational factors.

These findings were supported by the one of the interviewees, who revealed that

"The dropout of secondary students due to disciplinary problems signifies a concerning issue within the educational landscape. When students face persistent disciplinary challenges, such as suspensions, expulsions, or chronic behavioral issues, they may become disengaged from the school environment. The negative consequences of these disciplinary problems, along with the perceived lack of support, can create an environment where students opt to leave school prematurely. The study is in line with the study of McNeal (2010), argues that community and family factors may have a more significant impact on dropout rates than disciplinary problems within schools.

4.3.3.3 Unwanted pregnancy

Researcher wanted to find out if the unwanted pregnancy is one among the effect of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.12 Unwanted pregnancy

Unwanted pregnancy	Frequency	Percentage
Strong agree	34	42.5
Agree	32	40.0
Neutral	9	11.2
Strong disagree	1	1.2
Disagree	4	5.0
TOTAL	**80**	**100%**

Source: Field data (2023)

Upon thorough data analysis, researchers discovered that a majority of respondents, totaling 42.5%, expressed strong agreement with the notion that disciplinary problems are linked to unwanted pregnancies among students. Additionally, 40.0% of respondents conveyed their agreement with this statement. The

prevalence of such high levels of agreement and strong agreement underscores a shared concern among the participants, emphasizing the perceived clear connection between disciplinary issues and unwanted pregnancies. It's noteworthy that a segment of respondents, constituting 11.2%, remained neutral on this matter, possibly due to a lack of awareness or comprehensive information about the specific relationship between disciplinary problems and unwanted pregnancies. On the other hand, 5.0% expressed disagreement with the statement, suggesting an alternative perspective that attributes unwanted pregnancies to factors unrelated to disciplinary matters. Although a relatively small percentage, 1.2%, strongly disagreed with the statement, their perspective adds value to the discourse. Their robust disagreement might be rooted in the belief that unwanted pregnancies are influenced more by individual choices and external factors than by disciplinary problems. This viewpoint highlights the presence of diverse opinions within the respondent group, underlining the multifaceted nature of the issue.

During the interview, the respondent replied:

"Students experiencing disciplinary issues may be more prone to stress and engage in risky behaviors, including unprotected sexual activity. This behavior can increase the risk of unwanted pregnancies."

The study is in line with the study of (Santelli et al., 2017), argued that a lack of comprehensive sex education and support within schools, which could be seen as a disciplinary problem in terms of curriculum and resources, may contribute to students' inadequate knowledge about contraceptives and reproductive health, potentially leading to unwanted pregnancies.

On the other hand, some researchers contend that the relationship between disciplinary problems and unwanted pregnancies is correlational rather than causal. They argue that while both issues may coexist, one does not necessarily lead to the other (Borawski et al., 2003).

4.3.3.4 Poor Performance among Students

Researcher wanted to find out if School drop out as a one among the effects of discipline problem to the students at school and after careful data analysis, the following results was derived;

Table: 4.13 Poor performance

Poor performance	Frequency	Percentage
Strong agree	49	61.2
Agree	16	20.0
Neutral	9	11.2
Disagree	4	5.0
Strong disagree	2	2.5
TOTAL	**80**	**100**

Source: Field data (2023)

After carefully data analysis, researcher found out that, majority of participants, comprising 61.2%, strongly agree the idea that disciplinary issues are intricately linked with poor academic performance among students. Moreover, an additional 20.0% of respondents expressed their concurrence with this

assertion. It's noteworthy that a segment of respondents, constituting 11.2%, maintained a neutral standpoint on this matter, potentially attributed to a dearth of information or comprehensive understanding concerning the specific nexus between disciplinary problems and academic struggles. Conversely, 5.0% articulated their dissent from the statement, implying an alternative viewpoint that attributes subpar academic performance to factors unrelated to disciplinary concerns. While constituting a relatively modest percentage, 2.5% registered strong disagreement with the statement, imparting valuable diversity to the ongoing discourse. Their resolute dissent may emanate from a belief that individual choices and external variables exert more significant influence on unwanted pregnancies than disciplinary issues. This perspective effectively underscores the presence of multifaceted viewpoints within the respondent cohort, highlighting the intricate nature of the issue at hand.

Conclusion

The study concludes; guidance and counseling were poorly organized in secondary schools in Tanzania school while Life skills education was not taken seriously by both the teachers and students. School-based families had not been given much emphasis despite its potential benefits in discipline control. For the sake of maintaining discipline in schools, teachers should pay attention on improving effectively implementation of life skills education in the curriculum, involving students in programmed co-curricular activities, involving parents in solving disciplinary problems and establishing family units in all schools.

Recommendations

Based on the study findings, the following recommendations are made to promote discipline in public secondary schools.

1. The government should provide schools with adequate dormitories for students so as to minimize interactions of students with the community. This will help students to spend much time on academic matters.
2. There should be maximum collaboration between education stakeholders to promote discipline to students instead of leaving the task to teachers.
3. The schools should establish guidance and counseling department and make it accessible to students.

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