

**SCHOOL ENVIRONMENT AND STUDENTS' DISCIPLINE IN SELECTED
GOVERNMENT SECONDARY SCHOOLS IN NORTHERN
DISTRICT – ZANZIBAR**

A Thesis
Presented to the College
of Higher Degrees and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree
Master of Educational Management and Administration.

By:
KOMBO HAJI SILIMA.
REG. NO. MED/35781/113/DF

NOVEMBER, 2013.

DECLARATION A

"This thesis is original work and has not been presented for a degree or any other academic award in any university or institution of learning".



KOMBO HAJI SILIMA
Name and Signature of Candidate

25/11/2013
Date



DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under our supervision".

DR. SARAH MABICCU 

Name and Signature of Supervisor

25/11/13

Date

APPROVAL SHEET

This thesis entitled "School environment and students' discipline in selected Government secondary school in Northern District Zanzibar", prepared and submitted by **Kombo Haji Silima** as a partial fulfillment of the requirements for the award of the Master of Educational Management and Administration; has been examined and approved by the panel on oral examination with a grade of.....

Name and sig. of chair man

Name and sign of Supervisor

Name and sign of panelist

Name and sign of panelist

Name and sign of panelist

Date of Comprehensive Examination: _____

Grade: _____

Name and Sign of Director, CHDR

Name and Sign of DVC, CHDR

TABLE OF CONTENTS

Preliminary page	Page
DECLARATION A.....	i
DECLARATION B.....	ii
APPROVAL SHEET.....	iii
CKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	vii
ONE THE PROBLEM AND ITS SCOPE.....	1
1.0 Introduction.....	1
1.1 Background to the study.....	1
1.1.1 Historical background	1
1.1.2 Theoretical perspective	2
1.1.3 Conceptual perspective	3
1.1.4 Contextual perspective	4
1.2 Statement of the problem	5
1.3 Purpose of the study	7
1.4 Research objectives.....	7
1.5 Hypothesis.....	7
1.6 Scope of the study	7
1.6.1 Geographical scope	7
1.6.2 Theoretical scope	7
1.6.3 Content scope	8
1.6.4 Time scope	8
1.7 Significance of the study.....	8
1.8 Operational definitions	8

2.2.1 Relationship among school members	13
2.4 Relationship among school members and students' discipline.....	17
2.2.3 Social services.....	17
2.2.4 Teaching and learning facilities.....	19
2.2.5 Teaching/learning facilities and students' discipline.....	22
2.3 students' discipline.....	23
2.3.1 Truancy.....	24
2.3.2. Absenteeism.....	26
2.3.3 Absenteeism, truancy and school environment.....	27
2.3.4 Fighting.....	28
2.3.5 Peer group.....	29
2.3.6 Peer group and school environment.....	32
2.3.7 Stealing.....	32
2.3.8 Stealing and school environment.....	33
2.4 The significance of school discipline to school social work practice.....	34
2.4.1 Psychological sequel of school discipline.....	36
3.4.2 The school discipline as ineffective punishment.....	36
3.4.3 The school discipline as positive reinforcement for misbehavior.....	37
2.5 Summary of gaps to be bridged by the study	38

THREE_ METHODOLOGY.....	40
3.1Research Design	40
3.2Research Population	40
3.4 Sampling procedure	41
3.5 Research Instruments.....	41
3.6Validity and Reliability of the Instruments	42
3.6.1Validity.....	42
3.7 Reliability.....	42

LIST OF TABLES

Tables	Page
1 Sample size	47
2 Demographic of respondents (teachers)	53
3 Demographic of respondents (Students)	54
4 Level of school environment	56
5 Level of students' discipline	59
6 Deference in students' discipline in relation to gender and age	62
7 Relationships between level of school environment and students' discipline	
8 Regression analysis	63

ABSTRACT

The study was on school environment and students' discipline in selected government secondary schools in Northern district, Zanzibar, with the following objectives: To establish the level of school environment, to assess the level of students' discipline ; to examine the significant difference in respect to gender and age and to investigate the relationship between the two variables. The study used descriptive survey research design (cross sectional), in particular descriptive correlation. Data was collected through a standardized questionnaire for school environment and students' discipline and analyzed using Frequencies and percentages for demographic characteristics, Mean for level of the Independent variable and the dependent variables, t-test for the significant difference and Pearson's Linear correlation coefficient (PLCC) for significant relationship. Three hundred and fifty seven respondents constituted the sample size. The findings of the study indicated that all respondents (teachers) were in the age range from 21 years and above. Majority of respondents (teachers) were male. Majority of the teachers hold diploma. As for students, majority were male. Majority of the students were aged between 15-17 years of age and had attained "O" level classes. The level of school environment was low. The level of students' discipline was high, there was no significant difference in students' discipline in respect to gender and age and there was no significant relationship between school environment and students' discipline. The researcher concluded that school environment was not favorable, Majority of students were undisciplined. The students of different categories did not behave well, school environment and students' discipline were not significantly correlated and school environment had no significant effect on students' discipline. The researcher recommended that the government should employ more female teachers to reduce gender inequality among teachers, The Ministry of education should provide enough funds which can help in modernizing the school environment, the School administrations should put in place strict rules and regulations to be followed by students to reduce indiscipline among students and administrators should motivate teachers so as to fill themselves comfortable with their works and maintain good relationship in order deal with their students effectively.

CHAPTER ONE

1.0 Introduction

This chapter describes the background of the study in terms of historical perspective, theoretical, conceptual, and contextual perspectives. It will also describe the research problem, the statement of the problem, purpose of the study, research objectives, research questions, scope of the study and its significance.

1.1 Background to the study

1.1.1 Historical background

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in all countries in the world. Disruptive behavior is a concern to schools and parents and to their fellow students, whose education may be adversely affected. So it can't be ignored, and schools must adapt a well understood sound behavior and discipline policy. According to Fontana (1994), a teacher could announce to class in approval of the registered desired behavior. All these practice enhance student's moral conduct which translate into disciplined and responsible approaches to issues and activities. The most critical emerges to this study is that many secondary school students have low level of discipline.

Brooks-Gunn and Furten berg (1989) said, According to the CDC survey 48% of high school girls reported having had sexual intercourse (Los angel time, January 4, 1992). About half of these sexually active girls reported not use contraceptive. Some of the breaking news highlighted in the mass media has portrayed the school with students of misbehaving characters. Some even go to the extent of considering the case of misbehaviors as criminal problem. Lim Kit Siang, the opposition leader in parliament quoted in New Straits Times on April 04, 2004 as "Truancy is a school and not criminal problem- Hishamuddin should not pass the buck to police on what is basically a test of the success of education system." According to a report by New Straits Times on August 2005, an average of seven school children in Northern district Zanzibar are arrested everyday and three of them on average of between 13 and 15 years. These numbers are almost equal to the level of juvenile delinquents who are school dropouts

Therefore, this study worth to investigate the extent to which school environment in Northern district Zanzibar has contributed to students' indiscipline.

School environment can be defined as the overall feelings of students and teachers have about the school (Peterson & Skiba, 2001). Peterson & Skiba, (2001) make the point that school environment is a reflection of the school climate which is the collection of factors that include student-teacher respect (and likewise teacher-student respect), quality of the building and materials, the feelings of safety carrying and encouragement, and discipline. A positive school climate will impact the student in a positive way whereas a negative one will impact the student negatively. School was operationalized using the following concepts below:

Relationship among school members; this is where children who form close relationships with teachers enjoy school more and get along better with peers. Positive relationships with teachers can also serve as a secure base for young children, they are better able to play and work on their own because they know that if things get difficult or if they are upset and they can count on their teacher to recognize and respond to these problems. Relationships with teachers may be particularly important for children who display early academic or behavior problems (Pianta 2001).

Good school environment is suggested to have positive contribution to students' discipline. Therefore this study is aiming to assess the significance relationship of school environment and students discipline in secondary schools in northern district Zanzibar

1.1.2 Theoretical perspective

The Skinner theory of reinforcement 1904-1990 (the basis of behavior) believed that the behavior (response or actions of an organism) is a result of stimulus (environment)- response (depends on one of the two)- reinforcement or punishment. This theory states that all behavior can be controlled by two consequences, that is when the behavior is followed by positive consequences (reinforcement) has a likely hood to proceed or reoccur, while any behavior followed by unpleasant consequences has a probability that will likely not reoccur. He also believed that a human being could be trained or conditioned to perform virtually any

act by the extent and nature of the reinforcement that followed the behavior. This theory has also been used by Paroll (2000) and he recommended that the theory was upheld due to its significance relation with the problem under his study on Socio economic status of single parent families and students truancy in Primary schools in Northern Kenya.

Therefore School environment both physical and psychological suppose to be conducive in a way that will enable the students to have adequately. The environment which is not conducive according to this theory is likely to lead students into negative consequences that are indiscipline behaviors.

1.1.3 Conceptual perspective

School environment; this can be defined as the overall feeling of students and teachers have about the school (Peterson & Skiba, 2001). They make the point that school environment is a reflection of the school climate which is the collection of factors that include student-teacher respect (and likewise teacher-student respect), quality of the building and materials, the feelings of safety carrying and encouragement, and discipline.

Social Services: social service is something which is produced and consumed simultaneously. A service therefore never exists only the result can be observed after the fact, the challenge to human service professionals is to build on the commonalities they share with professional educators to coordinate comprehensive services that assist the whole person (Cahill (1994).

Teaching and Learning facilities; this refers to those material resources which teachers and students use in the process of teaching and learning and even during delivering their materials. Those are reference books, Journals, library references, teaching and learning aids, Internet, news papers, magazines, journals and laboratory (Sadker and Sadkerin, 2003).

Students' discipline

Discipline is the action by management to enforce organizational standards (Okumbe 1998). Therefore students' discipline was conceptualized using the following terms; Truancy; Truancy refers to an act that is a crime to the young

person, but would not be illegal to someone who is old. Absenteeism; this refers to the state of not being present at school without provision a valid excuse (Wisconsin 2000). Fighting; this refers to a form of physical interpersonal violence among adolescence students (William Morris 1973).

1.1.4 Contextual perspective

According to a report by New Straits Times on August 2005, an average of seven school children in Northern district Zanzibar are arrested everyday and three of them on average of between 13 and 15 years. These numbers are almost equal to the level of juvenile delinquents who are school dropouts. Based on the report school children constituted almost half of all under 18 who were arrested for crimes since 2003 and were involved in almost one per-cent of all criminal cases in 2002 and 2003 (NUTP,2005). Lok Yim Pheng, secretary-general of the National Union of Teaching Profession who attended the seminar on Zanzibar teachers whip school girls to boost classroom discipline published on 28 Nov 2007, said sometimes the girls are even more daring than the boys. It's high time to put these girls in order by caning them.

Serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, intrusions into the school or classrooms by adults with the intention of confronting teachers have become a case of study that needed immediate attention. As the problem now is rather alarming and jeopardizing mostly the administration of the secondary schools.

School environment in north district Zanzibar was serious. Psychologically the areas suffered from violent environments; for instance many school in Northern district Zanzibar built near markets where there were very noisy, very crowded so the students in these areas, instead of dealing with their learning they were interested with business. Many schools were built in coastal areas where also guest houses were, and make the students to leave schools and deal with escorting the tourists who come for tour along the sea show. Corporal Punishments offered by many teachers to student. Also accessibility to services

and other facilities were not satisfied. It was recommended that one latrine was to be shared by less than 40 children. But in this area one hundred children were using one latrine. This poor environment was likely to lead students to withdraw coming to school. Also only 30% of the schools were reported to have sanitation facilities. Lack of those facilities and poor hygiene affected both girls and boys. Although in adequate sanitary condition had a stronger negative impact on girls. Over 90% of Zanzibar secondary schools didn't have access to school fences. This led students to escape from school without any possible control. According to Sada M. who reported in "Zanzibar Leo" news paper, (2011)

The study therefore aimed at investigating the effect of this problem in Zanzibar secondary school environments in order to help Ministry of Education and Vocational Training toward the effect of this misbehavior problem and its impact and to conduct good environment of reducing and omitting some powerful of light and rectify this situation.

1.2 Statement of the problem

Indiscipline was a frequent phenomenon among students in Government secondary schools in Northern District-Zanzibar, this problem had been caused by lack of strict rules and regulations to be followed by Students in these schools and this problem had resulted into negative consequences such as poor academic performance among students and poor relationship between Students and Teachers. It was reported by the former Minister of education and Vocational Training Zanzibar Hon Haroun Ali Suleiman that indiscipline among Zanzibar secondary school students had been serious. The worse characteristics was that truancy, absenteeism, stealing, bullying among the secondary school students, disobeying school rules and regulations particularly in Northern district had profound negative effects in the schools including poor performances particularly in final examination results among students. These characteristics normally resulted students to continue committing drug abuse after school periods. Since truancy for instance leads to school failure or dropping out of school. Youth are also likely to experience higher rates of unintended pregnancies, more criminal behavior, greater instability in career paths, higher rates of unemployment, and lower lifetime earnings, reported by Khamis H. (2010).

Minister's report on effects of indiscipline behavior of Secondary school students in (Weekly, Ministry's Journal, 21,4-10.) examined that school environment in Zanzibar was below the desired standard in accessibility to services and other school facilities. Physically the school environment in Northern district Zanzibar was bad. Normally it is recommended that one latrine is to be shared by less than 40 children. But in this area one hundred children were using one latrine. This poor environment was likely to lead students to withdraw coming to school. Also only 30% of the schools were reported to have sanitation facilities. Lack of those facilities and poor hygiene affected both girls and boys. Although inadequate sanitary condition had a stronger negative impact on girls. Over 90% of Zanzibar secondary schools didn't have access to school fences. This led students to escape from school without any possible control. According to Sada M. who reported in "Zanzibar Leo" news paper, (2011). One of the salient factors that attribute to the problem students low performance is the level of unfavorable school environments of secondary schools in Zanzibar. Inadequate provision and maintenance of infrastructures; like school halls, school fence, electricity, toilets, laboratories and libraries facilitate much to the indiscipline among students.

Psychologically the areas suffered from violent environments; for instance many school in Northern district Zanzibar built near markets where there were very noisy, very crowded so the students in these areas instead of dealing with their learning they were interested with business. Many schools were built in coastal areas where also recreations activities were, and make the students to leave schools and deal with escorting the tourists who come for tour along the sea show. Corporal Punishments offered by many teachers to student due to indiscipline cases and lack of substitutive knowledge and skills of dealing with their students is another psychological obstacle to students discipline.

According to Sheppard, & Odell, (2005). These students may be most in need of increased personal contact with caring teachers. Using Hirsch's social control theory we can conceptualized that students' alienation from teachers is a lack of a social bond between students and school. The break is produced by teacher actions that students perceive as unfair, undemocratic and non-reinforcing.

1.3 Purpose of the study

The purpose of this study was to find out the relationship between secondary school environment and students' discipline in selected government secondary schools in Northern district in Zanzibar.

1.4 Research objectives

General objective

To investigate the relationship between secondary school environment and students' discipline among the secondary schools in Northern district Zanzibar.

Specific objectives

- i) To establish the level of school environment.
- ii) To assess the level of students discipline among the selected government schools.
- iii) To examine the significant difference in students' discipline in respect to gender
- iv) and age.
- v) To investigate the relationship between school environment and students' discipline.

1.5 Hypothesis

There is no significant difference between school environment and students' discipline in selected government secondary schools in Northern District Zanzibar.

There is no significant relationship between school; environment and students' discipline in selected government secondary schools in Northern District Zanzibar.

1.6 Scope of the study

1.6.1 Geographical scope

The study was limited to five governments secondary schools which were located in Northern district Zanzibar and these were Mkwajuni, Matemwe, Nungwi, Kinyasini and Tumbatu.

1.6.2 Theoretical scope

The study used the Skinner theory of reinforcement 1990 (the basis of behavior) which states that all behavior can be controlled by different consequences, he

believed that a human being could be trained or conditioned to perform virtually any act by the extent and nature of the reinforcement that followed the behavior.

1.6.3 Content scope

The study focused on school environment, Students' discipline, difference in students' discipline in relation to gender and age and relationship between school environment and students' discipline.

1.6.4 Time scope

This study was conducted in a period of one year starting with proposal development between August 2012 and September 2012, data collection took place between February 2013 and March 2013. The report was written in June and July 2013 and the final report was submitted in October 2013.

1.7 Significance of the study

This research will be important to the Ministry of Education and Vocational Training in Zanzibar since it will be used in explaining the effect of environment in Students' discipline in order to improve the school environment.

It will be also important for parents and community at large since it will help them to know their children's behavior and deal with them accordingly.

Also the research will be very significant to school administration to understand and improve the school environment in order to maintain discipline in schools.

In addition, the research would be important when it will be used as a reference to the college of higher degrees and research at Kampala International University also for other scholars in future who will need to conduct research in this area.

1.8 Operational Definitions of key terms.

School environment is the surround and condition which teachers produce knowledge skills and good discipline to students. This involves buildings,

infrastructures, well managed and enough area of classrooms, enough areas of play grounds.

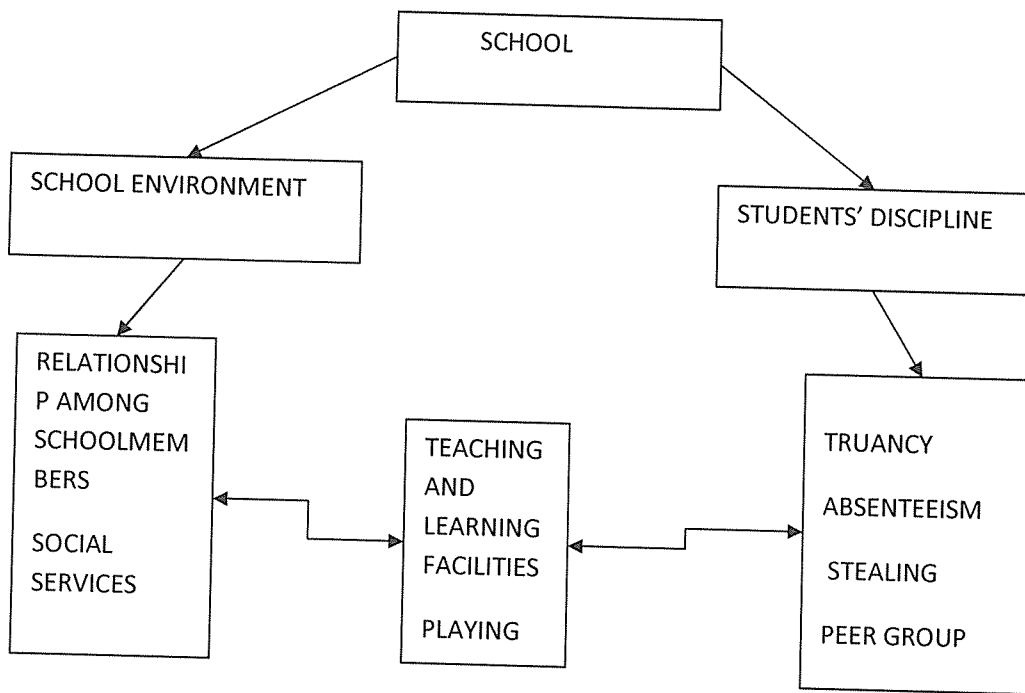
Students' discipline is the state in which make students behave in controlled way including the practice of training them to obey rules and regulations.

CHAPTER TWO

2.0 Literature review

Figure 2.1

2.1 Conceptual frame work on school environment and students' discipline



Source: Adopted from John P. (2007).

Conceptual framework showed how various variables in the study interact to produce result. According to Maya (2000) Conceptual framework refers to, when researcher conceptualizes the relationship between variable in the study and showed graphically and diagrammatically. The purpose was to help the researcher quickly see the proposed relationship of concept .Magenta (1997)

The conceptual framework in this study showed the factor that influence students' discipline. The independent variable (IV) was school environment and had constructs like relationship among members of school, social services and teaching facilities. The independent variable (DV) was students' discipline and was measured in terms of truancy, absenteeism, stealing and fighting.

The relationship of these variables determined the result of the students' discipline in school. If the relationship was positive, the result also would be positive

but if the relationship was negative the results would be negative. Meaning that if the administration showed good relationship with members of school and provide important services, the teaching and learning facilities were enough included teaching aids, laboratory, libraries etc, if available and accessible made the conducive school environment and solve several problems like truancy, absenteeism, stealing, fighting and peer group

In that regard showed that for those conditions that reinforced the maintenance of disciplinary behavior of students i.e. those that made them positively dealing with their education and which resulted good performance in school and provide good stakeholders for the development of the nation. Therefore those good performances couldn't be achieved without good cooperation among school members.

2.2.0 School Environment

Environment (from French *environner*: Means to encircle or surround. So can be defined (1) the circumstances or conditions that surround an organism or group of organisms.(2)The complex of social or cultural conditions that effect an individual or community.

School environment is defined mainly as school climate by many of authors and experts. Anderson, 1982; Hoffman et al., 2009; Kupermine et al (1997). Peterson & Skiba, (2001) defines school environment as the overall feeling students and teachers have about the school. They make the point that school environment is a reflection of the school climate which is the collection of factors that include student-teacher respect (and likewise teacher-student respect), quality of the building and materials, the feelings of safety carrying and encouragement, and discipline. A positive school climate will impact the student in a positive way whereas a negative one will impact the student negatively, as indicated below .School climate has been shown in research to effect student behavior.

Wang et al (2010) found that students who perceive a more positive school climate in sixth grade had a lower probability of experiencing problem behaviors in seventh and eighth grade. Wang et al. (2010) begin their research by stating that if we wish to support healthy adolescents, we must foster the school climate and not

simply the individual. To do this, the authors identified several characteristics, similar to those listed above, that comprise school climate: academic focus, discipline and order, peer relationships, and student-teacher relationships. This study applied an ecological framework to examine the link between school climate and development of problem behaviors using a three-wave longitudinal data set comprised of sixth grade student's perceptions of school environment.

Stonmshark (2010) hold that: A teacher's classroom management decisions do not stop after the planning and establishment that is crucial to beginning the school year. As the school year progresses, classroom management involve maintaining the learning environment through conscientious decision-making concerning students and the classroom. Teachers in a classroom teach groups of children. Maintaining the learning environment, therefore, requires teachers to focus on group processes. on the management of classroom groups identified that the means by which teachers prevent problems from occurring in the first place differentiated them as more effective managers.

Kounin (1974) whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the 1980s, identified several strategies that teachers use to increase on the high levels of work involvement and lower the levels of misbehavior. These strategies are: (1) communicating awareness of student behavior, (2) overlapping (doing more than one thing at once), (3) smoothness and momentum (moving in and out of activities smoothly, with appropriately paced and sequenced instruction), and (4) group alerting (keeping all students attentive in a whole-group focus). These tools help teachers to maintain the flow of instruction. A significant stumbling block to the flow of instruction is in attention to transitions between activities, lessons, subjects, or class periods. It is here that teachers are likely to feel that they are less effective in maintaining the flow of instruction. Effective transitions are structured to move students from one activity to another, both physically and cognitively. The goal of smooth transitions is to ensure that all students have the materials and mind-sets they need for a new activity. While effective managers work with groups of students, they also are attentive to students' individual behaviors and learning needs.

Paul Gump (2001) claimed that: Maintaining a learning environment requires teachers to actively monitor their students. According to classroom management research, active monitoring includes watching student behavior closely, intervening to correct inappropriate behavior before it escalates, dealing consistently with misbehavior, and attending to student learning. In terms of monitoring both student behavior and learning, effective managers regularly survey their class or group and watch for signs of student confusion or inattention. Maintaining effective management involves keeping an eye out for when students appear to be stuck, when they need help, when they need redirection, when they need correction, and when they need encouragement. Teachers must also check for understanding, both publicly and privately. Maintaining a classroom management system requires the teacher to anticipate student actions and responses in order to be preventive rather than reactive.

Anderson (1999) assessed that Excellent classroom managers mentally walk through classroom activities, anticipating areas where students are likely to have difficulty and planning to minimize confusion and maximize the likelihood of success. Activities planned for these classrooms are paced to ensure that students have enough to do, that assignments reflect an awareness of student attention spans and interests, and that downtime is minimized between assignments or activities. The orientation of the classroom must be purposeful, with a variety of things to be done and ways to get those things done.

2.2.1 Relationship among school members

The word relationship is often used as a synonym for correlation technically however a correlation is measure of strength of relationship between two or more things. The things may be events scores or anything else that can be recorded and tallied.

Pianta (2001).told that: As children enter formal school settings, either in preschool or kindergarten, relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that will allow them to get the most out of their daily

interactions in the classroom. Children who form close relationships with teachers enjoy school more and get along better with peers. Positive relationships with teachers can also serve as a secure base for young children; they are better able to play and work on their own because they know that if things get difficult or if they are upset, they can count on their teacher to recognize and respond to these problems. Relationships with teachers may be particularly important for children who display early academic or behavior problems.

Hughes (2003) started that: In one study examining children at academic risk, a group of children were designated as at risk for referral for special education or retention on the basis of low kindergarten screening scores. Those who ultimately did get retained or referred between kindergarten and second grade were compared with those who, despite being high risk, were promoted or not referred. Pianta, et al (1995).The children who, despite predictions of retention or referral, were ultimately promoted or not referred had far more positive relationships with their teachers than their high-risk peers who were retained or referred. Similarly, highly aggressive third and fourth-graders who are able to form supportive relationships with teachers are more likely than other aggressive students to be well liked by peers.

Hughes and Wilson (2001).said that: Positive relationships with teachers may even help those behaviorally at-risk students learn more adaptive behavior, as evidenced in one recent study among a group of aggressive African American and Hispanic students in which supportive student-teacher relationships were associated with declines in aggressive behavior between second and third grade (Meehan, Hughes, & Cavell, 2003).The need for positive relationships with teachers does not diminish as children mature. Support in teacher-student relationships may be particularly salient at transition points, such as the transition from elementary to middle school.

Wentzel, 1998).argued that: Middle school teachers who convey emotional warmth and acceptance as well as make themselves available regularly for personal communication with students foster the positive relational processes characteristic of support. These supportive relationships help maintain students' interests in academic and social pursuits, which in turn lead to better grades and more positive peer relationships. Although teachers are not the only source of support for middle school

students, the support students receive from their parents, peers, and teachers seemed to have additive, thus fairly independent, effects.

Goodlad (1999) hold that: Students may become alienated from school if the adults there are, in students' experiences, insufficiently interested in them. Students may have very limited personal contact with teachers during the school day. One estimate is that teachers and students spend less than 10 minutes each day in person-to-person interaction. This has been described as a form of neglect-depriving students of personal contact and individualized interest, caring, or affection. Hart et al (1987). A recent study of teachers coping with the disruptive behaviors of students found that teachers routinely distanced themselves from students whom they experienced as challenging or threatening.

According to Sheppard, & Odell,(2005). These students may be most in need of increased personal contact with caring teachers. Using Hirschi's social control theory, Hawkins andWeis (1985) conceptualized students 'alienation from teachers as a lack of a social bond between students and school. The break is produced by teacher actions that students perceive as unfair, undemocratic and non-reinforcing. These students are pessimistic about experiencing success in school and feel little incentive to adhere to the rules and norms of the school and classroom cultures. Students may also disengage from teachers, peers, and others, and from school altogether, if they see school discipline as inconsistent with important life tasks, values, and norms in their lives. These students may not understand or see the advantages in compliance with school rules that appear to be disrespectful or insensitive to their values.

Thorson (1996) argued that: Through interviewing students about their views of discipline at school, heard students describing discipline as unfair, insensitive, and over reactive to situations that could not be helped. Rules may not be flexible enough to accommodate the pressing demands of some students' lives, such as those students who are caregivers of younger siblings before they go to school and risk being late. Another example is the prohibition against displays of aggression in school. Adolescents especially may believe that unless they respond aggressively to the challenges and threats of their peers, they may be more vulnerable to future

attacks and lose face with their friends see Anderson, (1999). In a study of interpersonal conflicts among girls in an urban high school.

Cameron & Taggart, (2005) said that Girls who had been involved in violence with other girls saw rules and the consequences for breaking them as much less important than taking an appropriately aggressive stand when threatened and avoiding being seen as a coward or "punk." distancing on the part of teachers and other students at school and rules and methods of reinforcement that disregard important student values may be seen by students as a kind of personal betrayal and rejection and may result in a loss of trust and a sense of vulnerability and powerlessness in their relationships with teachers.

Hyman,(1990).This disjuncture has lasting repercussions for students: a strong distrust and disengagement from the teacher and instruction, an avoidance of closeness with the teacher, or, for some, a preoccupation with regaining the trust and faith in the teacher Hyman, (1990). Teachers who over rely on punitive disciplinary tactics in response to student misbehaviors may also create distance between themselves and their students, which may be experienced by students as rejecting, impersonal, and indifferent to them and their needs Akom,(2001). Also, when teachers do not understand or appreciate the meaning or importance of students' behavior, they may be disapproving, distancing, and punitive with those students. This might be especially true when there are cultural differences between teachers and students (Noguera, 1995). Supporting this theory is a substantial body of literature demonstrating that students of color, especially African Americans, are disciplined disproportionately compared with white students and more severely for less serious and less violent infractions of school conduct codes

2.2.2 Relationship among school members and students' discipline

Piñata et al (2001) demonstrated that conflict in the student–teacher relationship reported by kindergarten teachers predicted achievement test scores, disciplinary infractions, and school suspensions through eighth grade. Conflict was a better predictor of sustained academic and disciplinary problems than were teacher ratings of students' behavior problems. That suggests that students' relational capacities may be more salient than behavior problems to students' ability to adjust to the classroom environment and thus a better indicator of future school difficulties. Although we know something about how the nature of student–teacher relationships may change as students mature.

Harter (1996), we know almost nothing about the implications of the developmental changes on the function of student–teacher relationships within the school environment. For example, young children rely extensively on teachers to structure their daily experiences, regulate their emotions and behavior, and facilitate connections with peers. Consequently, student–teacher relationships are likely to have a somewhat diffuse influence on many aspects of young children's classroom experiences. As children get older and their ability to form relationships with teachers becomes more circumscribed, however, the function of these relationships may move toward providing links to resources outside of classroom. To better understand these potential developmental shifts, researchers need to perform longitudinal studies that specifically examine changes in the nature and function of student–teacher relationships and to perform more studies on the consequences of negative relationships among older students and teachers.

2.2.3 Social Services.

Social service (human service) is something which is produced and consumed simultaneously. A service therefore, never exists only the result can be observed after the fact. According to Cahill (1994) The challenge to human service professionals is to build on the commonalities they share with professional educators to coordinate comprehensive services that assist the whole person. Because human service and educational professionals share the same clients, a team approach

ensures that those clients receive service with little duplication but much reinforcement. Another role they have in common is that of service delivery. Whether interacting with clients in a school classroom, an agency office, or an institutional setting every helping professional plays many roles: teacher/educator, caregiver, advocate, and broker.

Dryfoos (2005) A partnership between human services and education is essential to meet the complex needs of children and families. School-based services or full service schools are popular terms that describe the creation of an array of targeted support services in schools that children, youth, and families need to be successful. This movement melds quality education and support services. What services are provided in full-service schools? The answer depends on several factors such as the needs of students and their families, the viability of school reform and the cooperative efforts of local agencies. He suggested that the result may actually be a combination of the settlement house with the school, where educational, health, and social welfare services are integrated.

Oalcley (1994) affirmed that the services available through new models of service delivery range from computer programs which assess client knowledge or skill and recommend a plan of action to actual counseling online in real time. A telecommunications system was developed to assess adolescents who are at risk in terms of their health (Aleman no. Frank, Mosavel, and butts, 1998). Using this program, the clients listen to a standard set of questions and then answer by touch tone. Once they have completed the questionnaire, they receive a report that is faxed from a health professional. This report describes the at-risk status of the client and makes recommendations for positive interventions.

According to Bosworth (2004) many software programs and tools are available to teach clients specific knowledge or skills to enhance their daily living or increase their vocational potential. Many of the programs are designed for clients who are experiencing difficulties. One such program, Busted, was developed to reduce antisocial behavior of youth involved in the criminal justice system. The computer game Smack was developed for at-risk teens to help them learn the consequences of bad decisions and drug use.

Resnick (1994) started that Some services provided are proactive and promote good health and wellness. One example is a health education game designed to teach adolescents about issues ranging from AIDS to sexual and body awareness (Bosworth, 1994). Health works is an AIDS education service for early-adolescent middle schoolers (Cahill, 1994), educational tools that can be used in schools and in child, youth, and family programs. Technology has also influenced the delivery of counseling services. In many programs, the client uses an interactive computer program, followed by a discussion with a human service professional of the client's responses.

Karger and Levine (1998) argued that material services like clinics toilets and other support services are also provided to them with healthy environment. This allows human service professionals to be available to work with individuals who are experiencing specific difficulties thereby increasing access to services. Proponents of online counseling also believe that without this venue, many people would not be able to benefit from the knowledge and care of helpers (Karger and Levine, 1999). Others, however, believe that the use of online counseling is controversial because of concerns about confidentiality, informed consent, and competence. Nevertheless, the number of participants continues to grow. Certain sites also provide medical consultation and child care advice. Thus, the phrase, "the doctor is always in, reflects the constancy of the internet and its easy accessibility.

2.2.4 Teaching and Learning facilities

This refers to those material resources which teachers and students use in the process of teaching and learning and even during delivering their materials. Those are reference books, Journals, library references, teaching and learning aids, Internet, news papers, magazines, journals, laboratory and etc

Sadker, and Sadkerin, (2003) put it that Technology in education as teaching and learning facilities like Television is now a part of school life as well .Cable television station including A and E and CNN, the history Learning, the learning channel and discovery channel bring high quality movies exciting biographical, historical re-enactment which directly go to the curriculum. Monthly television guides Written specifically for students and teachers alert them to upcoming program of

special educational interest .The growth numbers of video tapes and video disc offers teachers a library of rich television teaching and learning resources. Advocates point out that television can be a valuable teaching and learning resources, a real asset to classroom instruction competence.

Lorton and Walley (1979) hold that learning experiences are richest when the environment (Teaching and learning facilities) around them meet their needs through its adequacy and effective utilization. Lorton and Walley in their own contribution reported that children learn best when their Teachers are well rich in adequate teaching and learning materials At the conference of Principals of secondary Schools (ZAHOSA) held in September 2007 and committee was set up to identify the causes of students' discipline in the Government secondary schools. The committee was also asked to suggest the proper ways of improving the quality of education in Zanzibar. They identified possible factors preventing against the enhancement of quality education and better performance of students in both internal and external examination. Such factors include inadequate provision and maintenance of examination. Such factors include inadequate provision and maintenance of infrastructures, rapid students population growth, teachers qualification and experience, teaching-learning process, students teachers ratio and among others.

Newton (1997) view that the magnitude of instruction are more scientific base, make instruction more powerful and learning more immediate and finally make access to education more equal. He further explains that very strong positive significant relationship between Instructional resources and students' discipline. According to him, schools endowed with more teaching and learning facilities performed better than schools that are less endowed.

Gareth (1999) found out that private schools because of the availability and adequacy of teaching and learning facilities performed better than public schools. He also discovered a low level of teaching and learning facilities available in public schools and the public schools stated that our public schools starved of both teaching and learning facilities. He further expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Glewee, and Moulin, (2001) view it that inadequate supply of textbooks in schools is having a toll on teaching and learning activities in many of the countries in the world. According to him, the World Bank data recorded the number of student to a textbook as ratio. Based on the high cost of textbooks, many Teachers and students have been unable to buy books that will help to promote the quality of education they receive. He even stressed that parents believed so much in government funding the education in public schools to the extent that they become non-chalet towards equipping their wards with textbooks. Textbooks as indicated by him are indispensable to the quality education and students' academic performance in all the schools in the world.

Donald, (2002) hold that as the goals of education being change to reflect new social and educational needs, teaching strategies also change and so consequently do strategies for integrating technology into teaching and learning. Also continue in explaining that today educators seem to agree that changes are needed in education but identifying exactly how new skills and methods will differ has become increasingly controversial. But even the learning theorist have centered on which strategies will prove most effective in achieving today's educational goals. They further highlighted some of the bad influence as teacher's abdication of teaching responsibility to textbooks at the expense of original teaching method. Textbooks do not give room for flexibility, instead there are mechanical divisions of the curriculum and no provision made for individual differences among students.

Charles, (2007) puts it that the problems militating against schools inspection as shortage of manpower and quality of the personnel available for the work. According to him, in most African countries the roles of inspectors tend to be ineffective due to severe resources constraints. In the findings, he realized the number of inspectors and monitoring officers who are new' employed with no practical experience on the job are being posted to the inspectorate unit of the Ministry of Education. They stated that to inspect and supervise schools effectively requires regular school visits of well experienced officers with adequate provision of facilities to forestall ineffectiveness in performing their duties. They further posited that government should reduce its responsibilities to monitoring of what transpires in the schools to ensure quality.

Soward and Scobey (1961) hold that Teaching and learning facilities utilization as the management and use of the available resources. They concentrated more on which facilities are needed in schools and found out those teaching and learning aids such as the textbooks and chalkboards were very important. On the same book, they believed that in order to achieve pre-determined educational aims, management should make the most efficient use of the available resources such as the teachers, buildings, and equipment. In developing countries teachers are not performing according to expectations mainly due to the nature of the conditions at work and their qualifications. The quality of education depends upon the quality of the teachers and the process of transformation of their materials to the students.

Quetzals & Jackson (1963).found out that it is unfortunate that the quality of Africa's teaching force is neither as good as it could be nor as good as it must be to prepare the children for a global economy. Certainly, the nation has thousands of highly skilled, dedicated teachers. But, since the 1960s, the quality of the teaching profession has declined. Even more troubling, there are huge teacher quality disparities between poor and affluent schools, disadvantaged children who most need excellent teachers are the least likely to have them.

2.2.5 Teaching/learning facilities and students' discipline

Maicibi (2005) conducted research about availability of school learning facilities and students' discipline at South Sudan and come out with the funding that the availability of facilities used in the education system will largely depend on the strength of the economy. He held that, facilities such as text books, stationary, scholastic materials, buildings, furniture, equipment and so forth are vital in determining the quality of education in a particular country. However, personal experience confirmed that, the present condition of secondary schools in south Sudan is partially attributed to the poor economy. There are few secondary schools in south Sudan, most of the school classes are overcrowded, with poor furniture facility because of lack of enough classroom structures. According to this study in scenario like this, for teachers to control students discipline it's become a big problem.

Yahya (2007) conducted research on the quality of Northern Nigerian primary schools and student's discipline. In his findings 'illustrate that, existence of multiple links between the quality of school facilities and a number of educational process variables which are widely considered to be important determinants of the quality of schooling'. Firstly, he found that four aspects of teaching (the extent to which teaching methods were pupil-centered, the variety of activities organized during lessons, the variety of methods of communication used during lessons, and the frequency with which assignments and homework were set) were affected by the provision of textbooks, teaching aids, writing materials and furniture. A second group of classroom learning conditions was the time required for learning activities to take place, orderliness and ease of movement in the classroom, pupil attentiveness, and pupils' opportunities for developing reading and writing skills. These were affected by many aspects of the school facilities: ancillary services such as first aid, toilets, water supply, classroom maintenance, textbook, furniture availability and space.

2.3.Students' discipline

According to Okumbe (1998), discipline is the action by management to enforce organizational standards. Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Cotton (2000), defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. However in this study, discipline was conceptualized as the observance of school rules and regulations, time management and the administration of punishments

Cotton (2000) stated that education aims at character building and training for the society, education in its self is a cultural process where a new born individual is transformed into a full member of a given society (Cotton, 2000). Before the introduction of formal education, people were trained and educated. The colonialists described this type of education and training as informal. Much as it lacked defined institutions of learning, teachers, blackboards, pencils and books, it was however designed to create an ideal individual who would fully fit into and be accepted by the society. Therefore discipline and respect were emphasized.

According to Ezewu (1986), instruction in the informal education type used to take place at around the fire place after the evening meal, which was an indication of good time management consideration or whenever a child committed an offence. Through stories, tales and riddles, the mother or grand mother would alert the children to what society expected of them as they grew up. Some societies used capital punishments to alert the young generations to the gravity of particular cases of indiscipline and immorality .Punishments therefore varied according to the weight of the offence as it was viewed by a given society. All round process, this catered for all facets of the individual. All that was taught was geared towards the creation of an ideal individual who would ably fit into the society in which he/she was born and lived.

Ramsey (1995)told that: Greater awareness of how school discipline may be contributing to the difficulties of school children may help school social workers avoid overly restrictive, non-ecologically based problem definitions. Locating the source of a child's difficulties solely within the child or linked only to family processes will likely limit practice effectiveness and may lead to a worsening of clients' symptoms. The theories and research findings described here may help assessing social workers consider the multiple ways that school discipline may be experienced by children and how discipline may indirectly or directly relate to the difficulties the child is experiencing.

2.3.1 Truancy

Truancy is a status offence – an act that is a crime due to the young age of the actor, but would not be illegal for someone older. The other most common status offences are running away from home, alcohol use, curfew violations, and un governability Other states, however, have more clearly defined what truancy is and have documented the extent of the problem. According to Section 188.16(1)(c) of the Wisconsin Statutes, "simple truancy [is defined] as any absence of part or all of a school day for which a pupil's parent or guardian has not provided a valid excuse"

Wisconsin (2000)Argued that: It is important to note that a primary issue of chronic absenteeism, or truancy, is not that there is no excuse provided, but rather,

the excuse is not a valid one. Problems stemming from high rates of absenteeism and truancy are reported from many sources, sometimes in alarmingly high numbers. Wisconsin reports approximately 15,600 students, or 1.6 percent of those enrolled in Wisconsin public schools, as truant on any given day, with approximately 31.1 percent of total absences in the 1998-99 academic year resulting in truancy (Wisconsin, 2000).

Schostak (1996).said that: In California, the Oakland Unified School District averages approximately 3,000 to 3,500 of the 50,000 enrolled students absent per day Phone Master, (1998). Kern County, also in California, reported 143,671 unexcused absences during the 1996-97 school year (VanRy & King, 1998). During 1998, Detroit reported that more than one-third of their 63,000 students missed at least 30 days of school (Fox & Levin, 1999), and in New York City, students absent without a legitimate excuse totaled approximately 65,000 (Fox & Levin, 1999). In 1994, Boston experienced 36,400 truancy court cases – a 67 percent increase since 1985 (Biele, Gatland, & McLaughlin, 1998). Similarly high absentee numbers were reported in New York City, with approximately 150,000 of 1 million students absent daily, and in the Los Angeles Unified School District, where a reported 10% of students are absent daily.

DeKalb (1994) pined that truancy and chronic absenteeism are not indigenous only to the United States. Rayner & Riding (1996) cite a 1980 national survey reported by Schostak in the United Kingdom that found at least 800,000 students absent from school for unexcused reasons. A repeated survey by Webb in 1993 resulted in suggestions that approximately half a million students were absent each day (Rayner & Riding, Besides absenteeism and truancy contradicting compulsory attendance laws, individual students and, ultimately, the school system and society suffer when students do not attend school on a regular basis

2.3.2 Absenteeism

This is the state of not present of a part of a school day for which a student's parent or guardian has not provide a valid excuse Wisconsin (2000). A major problem facing public schools is that of chronic absenteeism among school-age children. In the United States, each state and the District of Columbia have enacted Compulsory

School Attendance Laws that date from the earliest adoption in Massachusetts in 1852 to the latest in Alaska in 1929. Although differences occur in beginning and ending ages within the compulsory attendance laws, the range is from five to eighteen. Sixteen percent of the states adhere to a beginning age of five, followed by 19 % at age six, 43 % at age seven, and 4 % at age eight (The Learning Network, 2001). Student absenteeism is a major concern for lecturers at institutions of higher learning. Absences create a dead, tiresome, unpleasant classroom environment that makes students who come to class uncomfortable and the lecturer irritable.

Marburger(2001).argued that: Absenteeism disturbs the dynamic teaching-learning environment and adversely affects the overall well-being of classes (Segal 2008). In quality terms, absenteeism is a waste of educational resources, time and human potential. Student absenteeism also causes rework and wasted time for lecturers (Lalek 1995; Rumberger 1997). Lecturers who spend class time re-teaching lessons take instructional time away from students who attend class regularly, and the extra time spent going over absentee homework and class assignments takes time away from lecturer planning periods and time needed to provide individual assistance (Weller 1996). When students are absent from class, they miss valuable information resulting from peer-lecturer interaction and the benefits of the specific examples lecturers use to clarify difficult concepts. This valuable part of the learning experience cannot be replicated when lecturers re-teach the material to absentee students.

(Weller et al(2000). Said that: It is important to note that a primary issue of chronic absenteeism is not that there is no excuse provided, but rather, the excuse is not a valid one. According to Williams (2000), students who have absenteeism problems generally suffer academically and socially. Studies indicate that students who are absent have lower achievement and may be penalized on test scores (Barker and Jansen 2000). Sustained absences may affect retention as it may degenerate into truancy (Lotz and Lee 1999; Barker and Jansen 2000). The implications of absenteeism are felt outside the classroom as well (Williams 2000). Continued loss of instruction or poor academic achievement among students with

high absenteeism is essential characteristics of students who later drop out of school.

Mayer et al(1996). indicated that acts of delinquency are more frequent among students who exhibit low grades, have spotty attendance, and later on drop out of school. According to Enomoto (1997), students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than students who were present. The hypothesis that class attendance is likely to be correlated with student learning has been investigated empirically in economic education literature. Most surprisingly, most studies have found an inverse relationship between absenteeism and course performance (Marburger 2001).

2.3.3 Absenteeism, truancy and school environment

Williams (2001), studies indicated that absenteeism is caused by a number of factors such as: lack of interesting and challenging curriculum; a desire for hedonistic activities with peers; negative self-image and self-esteem; lack of subject interest; lack of personal interest in studies; the mental capacity of a student does not match with the course opted; the poor teaching skills of a lecturer also keep away students from school; lack of confidence in a lecturer; inadequate relations between a student and their lecturer and distance to university.

Absenteeism and truancy is an ongoing problem and although many programs have been put into place to control truancy rates, they may have done just the opposite. Zero tolerance policies have basically alienated students rather than helping them to improve attendance and learn in school (Teasley, 2004).

There are short term consequences to student's absence from school such as falling behind in school work, low educational success, poor social skills and isolation from friends and longer term consequences related to joblessness and lowered income. Not only are there educational consequences but legal consequences such as juvenile delinquency, alcohol and drug use, and sexual promiscuity at illegal ages (Teasley, 2004), indicating that absenteeism and truancy is a current significant social problem.

2.3.4 Fighting

This is a violent physical struggle. William Morris (1973). It is commonly called physical fighting. So it is the form of interpersonal violence among adolescence. During 1986, interpersonal violence caused an estimated 2.2 million injuries and more than 20,000 deaths in the United States. Physical fighting, a common form of interpersonal violence among adolescents is a prominent cause of injuries and homicides in this age group (3). This article presents self-reported data about the prevalence and incidence of physical fighting among government school students in the United States during 1990.

Zimmer et al(2000). Viewed that: The national school-based Youth Risk Behavior Survey is a component of the Youth Risk Behavior Surveillance System, which periodically measures the prevalence of priority health-risk behaviors among youth through representative national, state, and local surveys (4). The 1990 used a three-stage sample design to obtain a representative sample of 11,631 students in grades 9-12 in the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Students were asked: "During the past 30 days, how many times have you been in a physical fight in which you or the person you were fighting were injured and had to be treated by a doctor or a nurse?" and "Who did you fight with the last time you were in a physical fight?"

According to Charles (2001) in this report, incidence rates describe the number of times per 100 students that physical fights occurred during the 30 day period. Because students were not asked the location of these fights, the extent to which physical fights occurred on school premises was not determined. Nearly 8% of all students in grades 9-12 reported that, during the 30 days preceding the survey, they had been in at least one physical fight that resulted in an injury requiring treatment by a doctor or nurse. Of these students, 53.3% said they had fought one time; 27.8%, two or three times; 10.1%. Male students reported physical fights with strangers significantly more often than female students. Zimmer et al (2000).

Fox and Levin (2001) Preventing physical fighting among young people should be an important public health strategy to prevent injuries and deaths from violence. Homicide is the second leading cause of death for persons aged 15-24 years (5), and nonfatal violence often precedes fatal violence among young persons

(6).The prevalence of both is greater among males and minorities than females and nonminority, and both physical fighting and homicide occur most frequently among persons who know each other (7). These similarities suggest that physical fighting is part of a spectrum of violent behavior that may result in homicide. One thing that should be put in consideration is to reduce the incidence of physical fighting among adolescents aged 14-17 years (5). To achieve this objective, the incidence rate determined, for the government to reduce episodes per 100 students per month to 14 or fewer episodes. Strategies that may reduce interpersonal violence include decreasing the cultural acceptance of violence (8); decreasing aggressive behavior among parents and their children (9); reducing the exposure of children and adolescents to violence in the media (10); and improving the recognition, management, and treatment of adolescent victims and those at high risk for assaults (8). Hirschman et al (2005): recommended that: emphasis also should be placed on helping schools and other agencies that serve youth to teach nonviolent conflict resolution skills as a means of preventing violence. Educational interventions for adolescents who have not yet established patterns of physical-fighting behavior may reduce the need for more extensive rehabilitative efforts later (i.e., through juvenile detention centers, correctional facilities, or in-school disciplinary programs). Most of the recommended strategies to reduce physical fighting among adolescents require greater cooperation among educational programs and other services in public health, criminal justice, education and social service agencies.

2.3.5 Peer group

These are made up of people of people who are in the same age and generally share the same interests and position. Adler(1996).

Peer-group effects are a distinct class of influences arising from 'social interactions' – a broad term which encompasses any type of individual behavior that involves interdependency with the behavior or characteristics of others. Economists have long shown an interest.

[Becker (1974)] argued that: but there has been a rapid growth in the field since the 1990s with contributions in theory and empirical work. Theoretical research seems motivated by a desire to widen the scope of economic thought to encompass

aspects of behavioral modeling more commonly attributed to sociology and psychology. Empirical work –constrained by the data – is generally concerned with finding evidence for the existence of such effects, rather than the precise pathways by which they occur.

Alexander and et al. (2001);said that: The term 'peer-groups' usually indicates social interactions of children or young adults with people of similar age, rather than broader 'neighborhood' effects or interactions with superiors, family or teachers. We continue to use the term in this way. The range of outcomes that have interested researchers is diverse, including smoking [Ellickson, Bird et al. (2003)], joke-telling [Angeline, Hirschman et al. (2005)], sexual behavior [Selman, Ross et al. (2001); Princeton, Meade et al. (2003)], purchase of a retirement plan

[Dunlop and Saez (2000)] hold that: education. On reflection, it seems very likely that many decisions are linked to similar decisions by a friend or other associate (in same cases fairly explicitly, like the decision to have sex, be in a gang or play tennis), and many consumption decisions rely on other consumers participating (e.g. video phones). However, the more interesting possibility is that group behaviour or attributes can modify individual actions in relation to important social and economic decisions that will affect their life chances – especially achievement in education. Although the literature on peer effects in education dates back to 1960s with the publication of the famous

Coleman (1966), reported that: The importance of peer-group effects is still disputed. Some very bold claims have been made about the potency of peers in child development [Rich Harris (1999)], yet the results of numerous studies are very mixed, finding strong, weak or non-existent effects across a wide range of outcomes. This reflects the difficulty in defining the peer-group, isolating causal peer-group effects from other influences, lack of appropriate data, and different identification methodologies adopted by- researchers. Indeed, as Manski (1993).

Moffit (2001) argued that: The empirical analysis of social interactions is plagued by conceptual and data problems. The first key issue is that measures of peer-group characteristics may be good proxies for unobserved individual, family background or institutional factors that can affect student attainment, making peer effects look important when they may not be. Secondly, group is very likely to be

endogenous to the outcome under study since people choose their school and their friends, leaving group and individual characteristics highly correlated. Thirdly, peer interaction is simultaneous in that a student affects and is affected by his or her peers.

Manski (1993) said that: Although if peer effects are structurally unimportant, this source of bias vanishes. Lastly, there are conceptual and data-related problems.

Mieszkowski et al. (1999) said that: in defining the 'peer-group' – is it the whole school, the child's year group or class, or some narrower delineation requiring information on personal friendship networks (with even more serious problems of endogenous group membership)? The earliest studies on peer effects in educational attainment [Hanushek (1971); Summers and Wolfe (1977); Henderson,)] had mixed findings, but took relatively few steps towards overcome problems of peer-group endogeneity. Many more recent studies use instrumental variables approaches to try to overcome this, though it is hard to find plausible instruments.

Dills (2005) predicted that: Peer-group changes from introduction of 'magnet schools' that selects high quality students, yet the average ability of remaining pupils will be decreasing in the proportion of high quality pupils that leave the school. Similarly Fertig (2003) instruments the coefficient of variation of peers with variables measuring whether a school selects pupils upon entry and whether the schools are in the private-sector. Goux and Maurin (2005) find good source of exogenous variation in peer gr

oup attributes – the average age – and show that this matters for pupil achievement, but the cause could be average attainments or the average group age itself.

Hanushek et al. (2003) Other approaches are on offer. try to eliminate the problem of simultaneity by employing specifications based on lagged peer achievement, and tackle group selection problems using a fixed effect strategy. Similarly, McEwan (2003) includes school fixed effects strategy. Hoxby (2000) relies on the exogenous variation across composition at the school grade-level in Texas elementary schools. Some other studies have cohorts in peer exploited the random assignment of peer to individual students to find a solution to the problem of endogenous sorting of students. For example, Sacerdote (2001) and

Zimmerman(2003) use the random assignment of roommates in colleges to find a positive association between roommates. Hanushek et al. (2003)exploit the randomised lotteries that determine high school admission in the Chicago Public Schools, finding no systematic pattern of positive achievement and high quality peer-group effects.

2.3.6 Peer group and school environment

Sanbonmatsu, et al. (2004) utilize a randomized housing mobility experiment in Boston, Baltimore, Chicago, Los Angeles and New York to isolate the impact of residential neighborhoods characteristics on student educational outcomes. They find that being given the option to move to a richer neighborhood did not improve pupils 'academic performance Even empowered with these more sophisticated estimation methods and richer data than earlier studies, researchers are still divided on the importance of peer effects. Some [e.g. Angrist and Lang (2004) ; Arcidiacono and Nicholson (2005)] find no significant relationship between peers and own achievement whilst others [e.g. Hoxby (2000); Zimmer and Tom(2000); Sacerdotal (2001); Winston and Zimmerman (2003)] report positive effects. We should emphasize that generally even those studies that find positive peer effects find that they are small

2.3.7 Stealing

This is the state of taking what is not owned without permission (Addison 1998). These malpractices include misrepresentation of identity or impersonation, cheating, theft of other students' work, tampering with the works of others, bringing prepared answers to examination halls, unethical use of academic resources, fabrication the importance of examinations in the educational system of the State, the instances of malpractices during examinations have been identified and showing disregard to academic regulations (Gross 2003). These vices have been regarded as academic misbehavior capable of truncating an educational system.

Common observations in the State show that examination malpractices occur in both public and private secondary schools, although some researchers argued that

examination malpractices occur at a high rate in public schools (Baiyelo, 2004 and Daniel 2005).

According to Baiyelo (2004) the examination malpractices occur at a high rate private schools. None of this researcher has been able to identify whether or not examination malpractices was at a higher rate in public schools than in private schools. The argument therefore is, are public secondary schools more involved in examination malpractices than private schools in the State? In the past two decades, common observation in the school systems hawed that public schools were engaged in examination malpractices at a high rate while private schools were model schools

Adeyegbe M 2002 stated that it is common to find students who failed the senior secondary certificate examination in public schools going to restate examination in private schools and at the same time passing the examination with credits and distinctions in such schools. It seems that the need to have good results in public examinations and advertise their schools to prospective students in the wake of money makinappears to have led many private schools to be involved in examination malpractices Divergent views have also been made about the rate of examination malpractices in urban and rural secondary schools in the country.

Akpan et al 2005 was of the opinion that examinational practices were high in urban schools and other researchers like Lathrop and Foss 2003 had the view point that examination malpractices were common features of rural schools. They argued that it is common to find students which failed the senior secondary certificate examinations in an urban school going to a remote rural school to retake the exams given for this include the lack of effective supervision and monitoring of public examinations in rural schools (Al-Methen and Wilkinson, (1992); Tairab, (1992) Oderinde, 20inations. At the end, such candidates tend to obtain good results with credits and distinctions in the rural schools. Some of the reaso03). Hence, students seem to be left to massive cheating in such examinations. On the national setting, Olugbile (2006)

2.3.8 Stealing and school environment

Olugbile (2004) conducted a study on examination malpractices in secondary schools in Nigeria and found out that malpractices in senior secondary

certificate examinations were at a high. He reported that Ondo State took the 15th position among all the 36 States in Nigeria in examination malpractices as determined by the examination malpractice index (EMI). He further found out that out of the 909,888 pupils who sat for the senior secondary certificate examinations in year 2002, 95,519 of them were involved in examination fraud. While out of the 929,294 pupils who sat for the examinations in year 2003, 111,969 of them were involved in examination malpractices. Supporting these findings, Onyechere (2004) reported that the National Examination Malpractices Index for Nigeria increased from 10.5 in 2002 to 12.1 in 2003 indicating that of every 100 pupils who wrote WAEC senior secondary certificate examinations in 2003, 12 were involved in examination scandal. In another study on 4,500 high school students from 25

2.4 The significance of school discipline to school social work practice

Greater awareness of how school discipline may be contributing to the difficulties of school children may help school social workers avoid overly restrictive, non-ecologically based problem definitions. Locating the source of a child's difficulties solely within the child or linked only to family processes will likely limit practice effectiveness and may lead to a worsening of clients' symptoms. The theories and research findings described here may help assessing social workers consider the multiple ways that school discipline may be experienced by children and how discipline may indirectly or directly relate to the difficulties the child is experiencing. Combined, these theories form a conceptual framework that may be used when considering organization-level and structural factors that must be weighed in a balanced, ecological approach to resolving young clients' difficulties. Determinations derived from the use of the framework logically lead to differential interventions for each student. For example, interventions based on an assessment of trauma might clearly be different from those derived from a determination that a student is bored at school and consciously provokes suspension through misbehavior. If an assessment indicates that a student is experiencing stigmatization and diminished self-image as an effect of discipline, that might suggest working with teachers and administrators to use positive disciplinary methods and to avoid humiliating the student in front of his or her peers. A student who expresses

alienation from school might be helped by speaking with school personnel about the child's need for more personal attention or, if relevant, increased sensitivity to the child's cultural values and norms. A child suffering trauma-related symptoms would likely require more intensive, individual treatment by a social worker or other professional trained in the area.

The use of this framework may also guide school social workers in their efforts to work at the organization level to modify the school's disciplinary philosophies, codes of conduct, and sanctioned disciplinary procedures and to introduce alternative methods. Alternatives cover a range of evidence based approaches, including actively involving students in the development of rules of conduct for the school and the classroom; clearly articulating rules to students and enforcing them consistently; using instructional methods that maintain student involvement in exercises that present challenges at the appropriate level; using campaigns against bullying and disrespectful behaviors to improve school culture; using positive reinforcement on a regular basis; trying to avoid humiliating students in front of their peers; preventing distancing between teachers and students; and providing alternatives to traditional disciplinary actions such as suspension, conflict resolution services, drop-in centers and discussion groups, and in-school suspension programs staffed with tutors and counselors (see Bear, 1995; Furtwengler, 1990; Moles, 1990; Olweus, 1993; Sugai & Horner, 1999; Walker, Colvin, & Ramsey, 1995).

Perhaps as important, social workers should advocate to eliminate harmful, punitive, and unfair disciplinary practices in schools, as called for in the NASWs Standards for School Social Work Services (National Association of Social Workers, 2002). Advocacy at the school district level, educating school district administrators and school boards about the potential harm of conventional disciplinary practices, recommending alternatives, and offering training may help prevent the discouragement, upset, and estrangement experienced by many children disciplined at school.

Social workers know well that teachers, administrators, and others working with youths in schools perform critical and courageous tasks under what can be extremely challenging circumstances. Discipline is necessary for their work and for

the safety of all school children. Social workers also must realize, however, that common disciplinary practices can be harmful to children and that they must address this problem to effectively help those who may be negatively affected. Additional research and greater awareness of the potential for harm of school disciplinary practices is needed to reform schools' disciplinary programs so that order, learning, and child safety and well-being are all valued and protected qualities of the school environment.

The modeling of punitive discipline may unintentionally suggest to students that the use of aggressive and coercive actions is appropriate the environment has upon the individual.

2.4 .1 Psychological sequel of school discipline

Suppressed Negative Emotions. Students who are subjected to school discipline may react to it with strong but unexpressed emotions, including anger, humiliation, shame, and anxiety (Rothstein, (1984). Corporal punishment, for example, may create fear of teachers and administrators that students may never express to anyone directly (Dubinsky ,Inaba, & Gerkewicz, (1983).These strong and upsetting but suppressed emotions can provoke reactive misbehavior in the face of incidents that would not normally trigger such reactions, including playful, teasing, or a challenging-but unhostile-remark. In an analysis of the differential treatment of low-income students and others, Bran linger (1991) found that students perceived peers often subjected to discipline as edgy, defensive, angry, and easily prodded into aggressive acts with others. Brantlinger suggested that the acting out was primarily the product of the humiliation and failure the low-income students experienced and the intense frustrations and social isolation that characterized their lives at school.

2.4.2 School Discipline as Ineffective Punishment

Teachers tend to not use positive disciplinary approaches with misbehaving students, preferring neutral or negative approaches that may best achieve their short-term objective of ending unwanted student behaviors ;Brophy & McCas et al (1996) Operant conditioning theory suggests that punishment- some sort of stimuli

aversive to the individual receiving the punishment-as a consequence to actions will discourage the future use of those actions. Thomas, (2005). Punitive approaches, however, may not be effective as deterrents or methods of eliminating unwanted behaviors, because teachers cannot control all of the conditions required for success. Teachers need to know what a particular student finds aversive to tailor an appropriate response to inappropriate behavior. The punishment needs to be timely, and it needs to be of the appropriate intensity .Teachers also should avoid forewarning the student of an impending punitive action Bongiovanni, (1979).He added that an experimental point of view it would prove to be impossible for school personnel to administer an effective punishing stimulus. Even if effective in the short term, punishment may only temporarily halt unwanted behavior, not durably modify it Bear, (1995). When discipline is not effective as punishment, unwanted behaviors are not discouraged, nor are new behaviors encouraged or taught, so no meaningful corrective experience takes place, and behavioral patterns will not be modified.

2.4.3 School Discipline as Positive Reinforcement for Misbehavior

Operant conditioning theory also holds that, although rewards for behavior may not appear as pleasant or positive to others, they may have the effect of increasing the problematic behavior that is the target of the intervention. Thomas, (2005). Unintentionally, school discipline may paradoxically reinforce students' misbehaviors, especially with students who do not like or have little interest in school (Rutherford, 1978).These students may be motivated to find ways to be away from school, and suspension and expulsion may have the unintended consequences of promoting these students' use of inappropriate behaviors to provoke disciplinary actions that will allow them to stay out of school Costenbader & Mark son, (1998).This may be especially true for students who are highly aggressive, hyperactive, or lacking in social skills.

Atkins et al., (2002). Some students may see the time off from school as a relief from stressful or discouraging experiences in school (Hyman, (1997).These students may experience their time at home as an opportunity for unsupervised recreation, relaxation, and for some, misadventures in neighborhood streets Neill, (1976). Also, when a student happily becomes the focus of attention when being

disciplined by a teacher, or when a student receives praise from peers for the behavior that was displeasing to the teacher, he or she experiences social rewards that may defeat the deterrent effect of the punishment and may exacerbate misbehaviors Doyle, (1990).

Hyman (1995) found that students with verbally hostile teachers may be more likely to act with peers in hostile ways and theorized that these students may have been taking on some of the behaviors exhibited by teachers. Social learning theory see Thomas, (2005) supports the contention that children develop behavioral habits through observational learning. That is, they add a behavior to their repertoire that they see someone else perform or model. Teachers may have great influence with children seeking to acquire greater mastery and range in their interpersonal behaviors and those who may see the ways more coercive behaviors can help actors achieve their goals. The modeling of punitive discipline may unintentionally suggest to students that the use of aggressive and coercive actions is appropriate Butchart, (1998); Hyman, (1990)

2.5 Summary of gaps to be bridged by the study

In this literature review the researcher concludes the following:

1. School environment correlated with students' discipline has not been sufficiently investigated in Zanzibar. This meant that the research aimed at bridging this gap in providing the important information concerning with this problem in the area concerned and help the Zanzibar Government and other researchers to make more investigations in the area.

The literature and past studies did not delve Government Secondary schools in Northern district- Zanzibar. There were some researches done in East Africa or Tanzania in general manner but not concerned with Government secondary schools in Zanzibar specifically, like that was done by African institute for health Development(2004) on personal hygiene and sanitation –education in East African countries.

Also, Socio-demographic characteristics and students' discipline are emphasized in the past studies .Example of past studies that concerned more on demographic characteristics are those talking with fighting like William Morris (1973). It is

commonly called physical fighting. So it is the form of interpersonal violence among adolescence. During 1986, interpersonal violence caused an estimated 2.2 million injuries and more than 20,000 deaths in the United States. Physical fighting, a common form of interpersonal violence among adolescents is a prominent cause of injuries and homicides in this age group (3). Hence this study worth to bridge the gap in knowledge on indiscipline among students in northern district Zanzibar.

2.The constructs under school environment and students' discipline were not directly dealt with the past studies reviewed. This study used only relationship among school members and social services for school environment (IV) meanwhile stealing, truancy, absenteeism, fighting and peer group for students' discipline (DV) were left out. Therefore other researchers would take this as a stepping stone for further studies on the gaps left while using the bridged gap for their way forward.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The research based on a descriptive survey research design, (cross sectional) in particular descriptive correlation design, cross sectional survey design was selected because the study wanted together data from a sample of population and correlation design was used to establish the relationship between the independent and the dependent variable. Meaning that; the design was used to establish whether school environment was significantly correlated with students' discipline in the schools.

3.2 Research Population

The target population of this study was 858 respondents from 5 secondary schools. Seven hundred and twenty seven were students (727) and one hundred and thirty one were teachers (131). Students were used to assess school environment and teachers were used to assess students in the schools under study in Northern District Zanzibar.

3.3 Sample Size

The study used stratified sampling because of the nature of the target population. The sample was divided into sub populations such that the elements within each sub-population were homogeneous. A sample size was taken from each category giving the sample size of 357 respondents, which was 99 for teachers and 258 for students selected independently from each secondary school. All schools selected in this Northern District Zanzibar were Government owned. The Slovene formula (1970) was used to determine the minimum sample size.

$$\frac{N}{1+N(e)^2}$$

Table: 3.1

This table shows the sample size of respondents of the study

Category	Total target	population	Sample	Size
	Teachers	Students	Teachers	Students
S.1	24	133	18	47
S.2	27	155	20	55
S.3	22	143	17	50
S.4	28	160	21	56
S.5	30	136	23	48
Total	131	727	99	258
Grand total	858		357	

Source: primary data

3.4 Sampling procedure

The researcher used simple random sampling method where respondents were randomly picked from selected schools. All individuals had a chance of being selected.

These represented the population because the researcher believed that they could provide the best and clear information.

3.5 Research Instruments

The research tools that were utilized in this study included the following 1) face sheet to gather data on the respondents' demographic characteristics (gender, age 1) qualifications, teaching experience, teacher, teacher qualification, standardized questionnaires to determine the levels of school following; (environment). The response modes and scoring were as follows; for school environment: Strongly agree (4); agree (3); disagree (2); strong disagree (1). While a standardized instrument adopted from Malaysia was used to determine the level of student's discipline in terms of the aspects of academically and discipline.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

Content validity ensured by subjecting the researcher devised questionnaires on school environment and students' discipline to judgment by the content experts (who should estimate the validity on the basis of their experience) such as (3) senior lecturers in educational management to find out whether the instruments measured what it was meant to measure and also check on the phrasing, understandability and wording of the statements.

Content validity index (C.V.I) was used to establish whether the questionnaire measured what it was to measure. The content validity index (C.V.I) was found by considering the number of items declared relevant divided by total number of items presented. Overall, the questionnaire had a CVI index of .833 which was above 0.7, thus it was acceptable as valid (Amin, 2005).

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results (Chronbach 1953). In this study, quality control was done by carrying out a pretest of the questionnaire on 10 respondents to test the reliability using Cronbach's alpha coefficient.

Table 2 shows the results of the reliability coefficients.

Table 3.2
Reliability Statistics

Cronbach's Alpha coefficient	No of items
.940	20

Source: Researcher made

Cronbach's Alpha No .94

The estimated no .92

Therefore the split half estimate of .94 was correlated to an estimated .92.

This implied that the instrument was reliable for use in data collection.

3.7 Data Gathering Procedures

3.7.1 before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were informed about the study and were requested to sign the informed Consent Form (Appendix).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who would assist in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

3.8 Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents.

The mean and ranks applied for the levels of environment and students' discipline. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level environmental effects

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Unsatisfactory
1.00-1.75	Strongly disagree	Very unsatisfactory

B. For the level of students' discipline

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong agree	worse

2.51-3.25	Agree	poor
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Good

The t- test was used to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

3.9 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities will be implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on students' discipline through a written communication to the author.
2. The respondents and schools were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.
4. Request the respondents to sign in the Informed Consent Form (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

3.10 imitations of the Study

In view of the following threats to validity, the researcher claimed as unallowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which would be beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study were also regarded.

Testing: The use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the

respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires maybe returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

4.0 Presentation, analysis and interpretation of data

This chapter presents analyzed and interpreted data collected from the field. Data analysis and interpretation was based on the research objectives. Below were the data presentations and analysis of research findings;

4.1 Demographic characteristics of the Respondents

The objective of this study was to show the profile information of respondents as to gender, age, level of education and experience in school.

Table 4.1 (A)

Demographic Characteristics of Respondents (Teachers)

Category	Frequency	(%)
Gender		
Male	57	57.6
Female	42	42.4
Total	99	100
Age		
21-39 (Early adult hood)	69	69.7
40 -59 (Middle adulthood)	30	30.3
60 and above(Late adulthood)	0	0.0
Total	99	100
Educational Qualifications		
Certificate	6	6.1
Diploma	42	42.4
Bachelors	39	39.4
Masters	12	12.1
Total	99	100
Number of Years Teaching Experience		
Below one year	8	8.1
1-3 years	20	20.2
4-5years	32	32.3
More than 5yrs	39	39.4
Total	99	100

Sources: Primary Data 2013

Table 2A results showed that (57.6%) were male and (42.4%) of the respondents were female. This clearly showed that majority of the respondents were male teachers.

In terms of age, the majority of the teachers represented in this study were between 21-39 (69.7%) years of age, followed by respondents' age between 40-59 (30.3%), and the age of 60 and above which was (0%).

Table 2A also showed that majority of the respondents (42.4%) were diploma holders, the second groups of the respondents were (39.4%) were Degrees holders and the third group (12.1 %) were masters and the fourth group(6.1%) were certificate.

In terms of teaching experience, majority of the respondents (39.4%) were more than five years and above in teaching experience. Followed by (24.0%) of teachers who had 4-5 years experience in teaching and (20.2%) were one to three years. This indicated that majority of the teachers in these schools had enough experience in teaching.

Table 4.1 (B)
Demographic Characteristics of Respondents (Students)

Category	Frequency	Percentage (%)
Gender		
Male	142	55.0
Female	116	45.0
Total	258	100
Age		
15-17	139	53.9
18-20	72	27.9
21 and above	47	18.2
Total	258	100
Educational level		
Form iii & Form iv	151	58.5
Form v & Form vi	107	41.5
Total	258	100

Sources: Primary Data 2013

Tables 2 showed that majority of the students (55%) were male students, whereas female students represented (45.0%). According to the study the numbers of male students were more than female students. This was because in Zanzibar Northern district people were not putting enough emphasis on educating girl children;

however Government was trying to sensitize society about the importance of educating girl child.

Table 2 also showed that majority of the students (53.9%) were between 15-17 and (27.9%) were between 18-20 years and only (18.2%) were between the ages of 21-25. This was so because a good number of respondents students) were in form three and four. For the level of students' education, table 2 majority of students (53.9%) were in Form three and four and only (38.0%) were in Form five and form six.

Table 4.2(A)
Level of school environment

Variables	Mean	Interpretation	Rank
Relationship among school members			
You receive encouragement from colleagues and other community members around the school.	2.60	High	1
Decision about the running of the school usually are made by head of school, teacher and students.	2.33	Low	2
Most teachers are pleasant and friendly to students.	2.30	Low	3
You feel accepted by teachers and other students	2.27	Low	4
Teacher student relationship is cordial	1.64	Low	5
Teacher relationship is cordial	1.41	Low	6
Average mean	2.09	Low	
Teaching/Learning facilities			
The supply of equipments and recourses like computer is adequate.	2.34	Low	1
The school or department library includes an adequate section of books and periodicals.	2.14	Low	2
The school has adequate laboratory equipment.	2.06	Low	3
Video equipment, tapes and films are readily available and accessible.	2.05	Low	4
The school has adequate, attractive and conducive classrooms.	1.72	Low	5
Average mean	2.06	Low	
Social services			
Your school provides the adequate time for playing.	2.32	Low	1
Your school have an abundant area for playing.	2.25	Low	2
Your school hall satisfies for those purposes.	2.13	Low	3
The security of you r school is very encouraging.	2.11	Low	4
Power(electricity) is available all the time.	2.02	Low	5
Water is adequate and available when needed.	1.95	Low	6
The school provides you better health services like toilets and clinic services.	1.86	Low	7
Average mean	2.09	Low	
Overall mean	2.08	Low	

Source Primary Data 2013

Table 3 revealed that the level of school environment in Northern District secondary schools was low (grand mean=2.08). This meant that school environment in secondary schools located in Northern district was not good. School members' relationship construct was ranked first with average mean 2.09 interpreted as low. This meant that in most schools, the relationship among school members were not good.. However; You receive encouragement from colleagues and other community members around the school was ranked first in this construct. Decision about the running of the school usually was made by head of school, teachers and students; this was ranked second with a mean of 2.33 interpreted as low. This means that, decision about the running of the schools in Northern District secondary schools was not done by members of schools. Most teachers were pleasant and friendly to students and these were ranked third with mean of 2.30 interpreted low. This meant that the teachers in Northern District secondary schools were not well interacting with students .

Feeling accepted was ranked fourth with a mean of 2.27 interpreted as low. This meant that most school students had no good relationship with teachers. Social service as a construct was ranked second with the average mean 2.09 interpreted as low. This meant that in most schools in Northern district Zanzibar the level of social services among those schools were low.

The security of your school was encouraging; this was ranked fourth with a mean of 2.11 interpreted as low. This meant that, in Northern District secondary schools were inadequate security and no fences.. Power (electricity) was ranked fifth with a mean of 2.02 interpreted as low. This means that many secondary schools in Northern District had no electricity. r. The school provided you better health services; ranked seventh with mean 1.86.interprated low. This means that in Northern District secondary schools had inadequate number of social services like toilets and clinics .

Teaching and Learning facilities construct was ranked third with the average mean 2.06 interpreted as low. This means that in most schools, the teaching/learning facilities were very few. The school or department library included an adequate section of books and periodicals; ranked second with a mean of 2.14 interpreted as low. This means that there were very limited number of books available in many government secondary schools in Northern district, this could be

attributed to failure of schools to stock their libraries and alternatively the books available did not facilitate the taught subjects.

My school has adequate attractive and conducive classrooms; this was ranked thirteenth with a mean of 1.95 interpreted as low. This means that in Northern district government secondary schools are not adequate, conducive and attractive classrooms. The school had adequate laboratory equipments. Your hall satisfied for those purposes was ranked third with mean of 2.13 interpreted as low. This meant that in Northern district government secondary schools there were few halls which were not satisfactory. Video equipments, tapes and films were readily available and accessible; was ranked seventh with mean of 2.05 interpreted as low. This meant that, these resources in Northern district government secondary schools were not available.

Table: 4.2(B)
4 Level of Students' discipline

Variables	Mean	Interpretation	Rank
truancy			
Most of the truancy problems happen to students from morning session	3.09	Poor	8
Most of the truancy problems happen to students from afternoon session	2.79	Poor	7
Truancy happen most to male students	2.78	Poor	6
Truancy happen most to female students	2.55	Poor	5
Truancy is the most discipline problems happen at schools	2.48	Fair	4
Students always hang out with their friends at the shopping mall	2.45	Fair	3
Schools have strategies in controlling the truancy problems among students	2.34	Fair	2
Strict school rules encouraging the students in truancy	2.19	Fair	1
Average mean	2.80	Poor	
absenteeism			
The students' attendance to schools' activities are bad	3.21	High	8
The students' attendance in class are not good	3.19	Poor	7
Schools pay serious attention to absenteeism	3.17	Poor	6
Schools pay serious attention to absenteeism in schools' activities	3.14	Poor	5
The attendance of students from morning session are bad	2.87	Poor	4
The attendance of students from afternoon session are bad	2.83	Poor	3
The absence of the students are reported to their parents or guardians	2.26	Fair	2
Schools have strategies in controlling the absenteeism problems among students	2.24	Fair	1
Average mean	2.90	Poor	
stealing			
The students like to steal school's properties	3.38	Worse	8
Many of the cases are recorded in this school's book of discipline	3.30	Worse	7
The students like to steal other students' properties	3.26	Worse	6
Most of the cases are ignored by school	2.70	Worse	5
Schools took actions to those involve in stealing	2.43	Fair	4
The students like to steal valuables and teachers' money	2.25	Fair	3
School are controlling the problems by certain procedures	2.23	Fair	2
Now, the stealing cases are decreasing	2.10	Fair	1
Average mean	2.71	Poor	
fighting			
Students always disturbing other students	3.16	Poor	3
Many cases are recorded in the school's discipline book.	2.82	Poor	2
School can control the fighting problems among students.	2.18	Fair	1
Average mean	2.72	Poor	
Overall mean	2.80	Poor	

Source: primary source

Table 4 revealed that the level of students' discipline in Northern District secondary schools ranked poor (grand mean=2.80). This meant that indiscipline

behavior in secondary schools located in Northern district was in poor level. Students' absenteeism behavior was ranked first with average mean of 2.90 interpreted poor. This meant that students in Northern district secondary schools were left the school campus without the permission of their teachers.. School have strategies in controlling the absenteeism problem with mean 2.24 interpreted fair; this meant that in the Northern district secondary schools Zanzibar, managements provide little effort in controlling students.

Truancy is the most discipline happen at school; ranked second with average mean 2.80 interpreted poor, this meant that in Northern district secondary schools truancy occurred very frequently. Students hung out with their friends at shopping mall; have the mean of 2.45 interpreted fair. This meant that in Northern district students some times were outside their classes and some time were in their classes.

Students liked to steal school's property; this was ranked third with average mean of 2.71 interpreted poor. This meant that stealing problem was very famous in Northern District Zanzibar and this was because school management had no strategies to control that behavior. Many cases are recorded in the schools' discipline book ranked second with mean 3.30 interpreted poor. This meant that it usually occur among students. Although this stealing problem was not seriously happening on the side of teachers' properties.

Fighting was another discipline problem happening at school; ranked fourth with overall mean of 2.71 interpreted poor, this meant that in Northern district secondary schools fighting occurred very frequently.

Table 4.3(A)**Significant difference Student's discipline in respect to gender**

Variables		t-value	Sig	Interpretation	Decision on Ho
Students' discipline Vs Gender	Male	-.973	.333	No significant relationship	Accepted
	Female				

Objective (3) sought to establish if there is significant difference in students' discipline in relation to gender. It was found that the overall difference in terms of gender had sig- value (0.333) which showed that it was greater than (0.05). Therefore the researcher concluded that the null hypothesis of no significant difference was accepted. This findings meant that there was no significant difference between male and female, when children behaved poorly, this might be because all those students were in very dangerous time for the behavior of children (adulthood).

Table 4.3(B)**Significant difference Student's discipline in respect to age.**

Variable	Age	Mean	F	Sig	Interpretation	Decision on Ho
Student's discipline	15-17	2.7706	.151	.860	No significant difference	Accepted
	18-20	2.7554				
	21 and above	2.7702				

Still objective (3) sought to establish if there is significant difference in students' discipline in relation to age. It was found out that students' discipline in terms of age has sig- value (0.860) which showed that it was greater than (0.05), therefore the researcher concluded that the null hypothesis of significant difference was accepted. This finding meant that there was no significant difference in discipline among ages when children behaved poorly, this might be because these were all very dangerous time for the children (adulthood)

4.2 Significant relationship between school environment and students' discipline

Pearson's Linear Correlation co-efficient was utilized to test the relationship between variables at the level of significance, as shown in table 5. The research hypothesis in the null form stated that there is no significant relationship between school environment and students' discipline.

Table 4.4

Relationship between level of school environment and students' discipline

Variables Correlated	r-value	Sig.	Interpretation	Decision on Ho
Level of school environment and students' discipline	.146	.151	No Significant relationship	Accepted

Source: Primary source

Objective (4) sought to establish the relationship between school environment and students' discipline. It found out that, there is no significant relationship between school environment and students' discipline. Table (6) indicated that the correlation of the independent and dependant variables had sig- value of (.151). Therefore the researcher concluded that the null hypothesis of no significant relationship was accepted.

From these findings, indiscipline behavior of students might be influenced by external environment like home and the communities outside the school areas apart from school areas

Table 4.5**Regression Analysis between the dependent and Independent Variables**

Variables correlated	Adjusted R²	F	Sig	Interpretation	Decision on Ho
Students' discipline Vs School environment	.008	1.249	.296	No significant effect	Accepted
Coefficients	Beta	t	Sig.		
(Constant)		16.129	.000	Significant effect	Rejected
RELATION	.167	1.635	.105	No significant effect	Accepted
FACILITY	-.018	-.172	.864	No significant effect	Accepted
SERVICES	.082	.791	.431	No significant effect	Accepted

Table 6, shows that school environment has no significant effect on students' discipline as was shown in the sig-value of (0.296). This meant that school environment had a little effect in students' discipline than others factors which occur outside the school area for example home environment and the community. Therefore the result of this study suggested that school environment had no significant effect on students' discipline in selected government's secondary schools in North District Zanzibar.

behaviors of students, and this was not in line with Cotton (2000) who suggested that education aims at character building and training for the society, he also stated that education in its self is a cultural process where a new born individual is transformed into a full member of a given society.

The third objective was to determine if there was a significant difference in students' discipline in respect to gender and age. This study found out that there was no significant difference between students' discipline in respect to gender and age. The null hypothesis guiding the study was accepted.

The fourth objective was to determine if there was a significant relationship between school environment and students' discipline. This study found out that there was no significant relationship between school environment and students' discipline. Pearson's Linear coefficient correlation indicated that the p-value of (0.146) showed no significant relationship. The null hypothesis guiding the study was accepted.

5.3 Conclusion

From the findings of the study, the researcher concluded that majority of teachers were males (57.6%) aged between 21-39 years (69.7%), these were Diploma holders (42.4%), 39.4% had worked for more than five years. The study also found out that majority of students (55%) were males aged between 15-17 years (53.9%) and these were in form three and four (49.5%).

The level of school environment is generally low (mean=2.08), leading to a conclusion that school environment is not favorable to Government secondary school Students in Northern District- Zanzibar.

The level of Students' discipline in Government secondary school Students in Northern District- Zanzibar was generally rated poor (mean=2.80), concluding that majority of students are undisciplined and always not behave well in Government secondary schools in Northern District- Zanzibar.

There was no significant difference between students' discipline in respect to gender and age, leading to a conclusion that all students of different age categories did not behave well.

Finally there was no significant relationship between school environment and students' discipline ($r\text{-value}=0.146$ and $\text{sig}=0.151$), concluding that students' discipline is not affected by their school environment, still the findings show school environment has no significant effect on students' discipline in Government secondary schools in Northern District- Zanzibar.

5.4 Recommendation

From the above findings, the following recommendations were made:

The researcher recommends that the Government should employ more female Teachers in order to reduce the problem of gender inequality among Teachers.

The Ministry of education should provide enough funds to these Secondary Schools which can help in modernizing the school environment through buying enough school facilities and materials so as to improve school environments.

The secondary schools' administration should put in place strict rules and regulations to be followed by students, and this therefore will reduce indiscipline among students in government secondary schools in Northern District-Zanzibar.

Administrators, Teachers and students not having satisfied relationships, the researcher recommended that there should be motivation for teachers so as to fill themselves comfortable with their works and deal with their students effectively. Funds allocated to schools should be accounted for so that they would be put in good use in purchasing enough teaching and learning facilities.

On the other hand schools had no control in maintaining discipline like truancy, fighting, stealing and etc, this could be well assured if teachers had the time to discuss with students about their disciplinary and academic issues, the researcher recommended that teachers should provide seminars on guiding and counseling and also must provide specific time in the school time table where students can discuss with their teachers on discipline and academic issues.

5.5 Areas for Further Research

1. School environment and absenteeism in the selected government Secondary Schools in Northern District-Zanzibar.
2. Teaching facilities and Truancy in the selected government Secondary Schools in Northern District-Zanzibar.
3. Social services and fighting among the selected government Secondary Schools in Northern District-Zanzibar.
4. Relationship between the level of absenteeism and gender among Secondary School students in Northern District-Zanzibar

REFERENCES

- Abowitz, K.(1998) *Interpreting glasses control theory*. Problem that immerge from innate needs and pre determined and R.N
- African Institrute for Health Development(2004) *personal hygiene and sanitationeducation*(phase) End of Project Evaluation Report (2004)
- Anderson, E. (1999). *Code of the street: Decency, violence, and the moral life of the inner city*. New York: U. S.A
- Atkins, M. S.,and McKay, M. (2002). *Suspensions a detentions in an urban, low-income school: Punishment or reward?* Journal of Abnormal Child Psychology, 30, 361- 371.
- Beyer, L. E. (1998). "*Uncontrolled students eventually become unmanageable*": *The politics of classroom discipline*. In R. E Albany: State University of New York Press.
- Bongiovanni, A. F. (1979). *An analysis of research on punishment and its relation to the use of corporal punishment in the schools*. In I. A. Hyman & J. H. Wise (Eds.), *Corporal punishment in American education: Readings in history, practice, and alternatives* (pp. 351- 372). Philadelphia:Temple University Press.
- Brantlinger, E. (1991). *Social class distinctions in adolescents' reports of problems and punishment in school*. *Behavioral Disorders*, 17, 36-46.
- Brophy, J. (1996). *Teaching problem students*. New York: Guilford Press.
- Brophy, J. E., & McCaslin, M. (1992). *Teachers' reports of how they perceive and cope with problem students*. *Elementary School Journal*, 93, 3-68.
- Butchart, R. E. (1998). *Punishments, penalties, prizes, and procedures: A history of discipline in U.S.schools*. In R. E). Albany: State University of New York Press
- Butchart B. & McEwan (Eds.), *Classroom discipline in American schools: Problems and ossibilities for democratic education* (pp. 19- 49). Albany: State University of New York Press
- Butchart B. & McEwan (Eds.), *Classroom discipline in American schools: Problems and ossibilities for democratic education* (pp. 51- 81). Albany: State University of New York Press. Butchart B. & McEwan (Eds.), *Classroom*

discipline in American schools: Problems

and possibilities for democratic education (pp. 157-196). Albany: State University of New York Press.

Cameron, M. (2005). *School discipline and students' behavioral and academic problems: A review of forty years of research. Manuscript submitted for publication.*

Children's Defense Fund. (1975). *School suspensions: Are they helping students?* Cambridge, MA: Washington Research Project.

Costenbader, V. & Markson, S. (1998). *School suspension: A study with secondary school students.* Journal of School Psychology, 36, 59- 8

Cothorn L. (2006). *Co-currency delinquency and other problem behaviors.* Juvenile Justice, Bulletin, OSSDP(pp-42-60) UK.

Cotton, et al (2000). *Student Discipline and Motivation: Research Synthesis.* Portland Northwest Regional educational Laboratory

Doyle, W. (1990). *Classroom management techniques.* In O. C. Moles (Ed.), *Student discipline strategies: Research and practice* (pp. 113- 129). Albany: State University of New York Press.

Dubanoski, R.A., Inaba, M., & Gerkewicz, K. (1983). *Corporal punishment in schools: Myths, problems and alternatives.* Child Abuse & Neglect, 7, 271-278.

Duppr, D. R., & Meyer-Adams, N. (2002). *Low-level violence: A neglected aspect of school culture.* Urban Education, 37, 350-364.

Eden, D. (2003). *Self-fulfilling prophecies in organizations.* In J. Greenberg (Ed.), *Organizational behavior: The state of the science* (2nd ed., pp. 91-122). Mahwah, NJ: Lawrence Erlbaum

Farmer, T. W. Hall, C. M., Petrin, R. A., Hamm, J. V., & Dadisman, K. (2010). *Evaluating the impact of a multi component intervention model on teachers' awareness of social networks at the beginning of middle school in rural communities.* School Psychology Quarterly, 95, 9 doi:10.1037/a0020147

Furtwengler, W.J. (1990). *Improving school discipline through student-teacher involvement.* In O. C. Moles (Ed.), *Student discipline strategies: Research and practice* (pp. 77-98). Albany: State University of New York Press.

Glasser, W. (1969). *Schools without failure.* New York: Harper & Row.

- Goodlad, J. I. (1983). *A study of schooling: Some findings and hypotheses*. Phi Delta Kappan, 64, 465-470
- Grimes M. (1999) *Best practices in school psychology III* (pp. 431-443). Washington, DC: National of School Psychologists.
- Hart, S. N., Brassard, M. R., & Germain, R. B. (1987). *Psychological maltreatment in education and schooling*. In A. Goldstein & L. Krasner (Eds.), *Psychological maltreatment of children and youth*. New York: Pergamon Press.
- Hawkins, J. D. & Weis, J. G. (1985). *The social development model: An integrated approach to delinquency prevention*. Journal of Primary Prevention, 6, 73-97.
- Henry, S. E., & Abowitz, K. K. (1998). *Interpreting Glasser's control theory: Problems that emerge from innate needs and predetermined ends*. In R. E.
- Huizinga, D., Loeber, R., Thornberry, T. P. & Cothorn, L. (2000, November). *Co-occurrence of delinquency and other problem behaviors*. *Juvenile Justice Bulletin*, OJJDP
- Hughes, J. N., Cavell, T. A., & Jackson, T. (1999). *Influence of the teacher-student relationship on childhood conduct problems: A prospective study*. Journal of Clinical Child Psychology, 28, 173-184.
- Hyman H. (1991). Self-fulfilling prophecy in organization. In: Greenberg (2nd ed) US.
- Jackson T. (1999) *Influence of teacher-student relationship on childhood conduct problems in prospective study*. Journal of clinical child psychology 28, 123-184.
- Khamis H. (2010). *Effects of indiscipline behavior of Secondary school students*. Minister's report (Weekly, Ministry's Journal, 21, 4-10.)
- Meehan, B. T., Hughes, J. N., & Cavell, T. A. (2003). *Teacher-student relationships as compensatory resources for aggressive children*. *Child Development*, 74, 1145- 1157.
- Moles O. (1990). *Students' discipline strategies*. Research and practice pp. (77-98) Albany. State University .New York.
- Oliver's (1988) Social Net Work. Research Milgran's Target.
- Okumbe, J. A. (1998). *Educational management theory and practices*. Nairobi (2003). WebTraining

- Pre-K teachers, *literacy, and relationships. Effectiveness of Early Childhood Program, Curricula, and Interventions. Washington, DC: National Institute of Child Health and Human Development.*
- Sada M. ,(2011). *Salient factors attributing misbehavior problems of students. Minister's report" Zanzibar Leo" news paper* pp5-6.
- Schults D.(1994), *Theory of Personality*. Fifth edition. Wadsworth. California U.S.A.
- Schaefer(2010) *Net Work* .twelfths addition. USA. University Press.
- Sugai (1999). *Improving school through students' teacher involvement*. State University. New York press.
- Weller DL(1996.) *The next generation of school reform. Quality Progress*, 29: 65-70.
- Williams B. (1999). *Education, Social Structure and Development: A Comparative Analysis*. London: Macmillan Press
- Williams L. (2000) . *Student absenteeism and truancy. Technologies and interventions to reduce chronic problems among school-age. Journal of Children*, 7:23-34. Zhang M(2003) *Links between school absenteeism and child poverty Pastoral Care*, 2:5-16.
- William M. (2000) *Students' dictionary*. US Ginn and Company.
- Wetzel, K. (1998). *Social relationships and motivation in middle school: The role of parents, teachers, and peers*. *Journal of Educational Psychology*, 90
- (2009). Wentzel, K. (2003). *School adjustment*. In W. Reynolds & G. Mill (Eds.), *Handbook psychology: Volume 7 Educational psychology* (pp. 235–258). Hoboken, NJ: John Wiley & Sons, Inc.
- Zhang M.(2003) *Links between school absenteeism and child power Pastoral case* 2: 5-16.

APPENDICES
APPENDIX I transmittal letter



Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND
DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 1st December, 2012

RE: REQUEST OF KOMBO HAJI SILIMA MED/35781/113/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management and Administration.

He is currently conducting a research entitled **"School Environment and Students' Discipline in Selected Government Secondary Schools in Northern District, Zanzibar."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Ssemugenyi Fred
**Head of Department,
Education, Open and Distance Learning (CHDR)**

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR

"Exploring the Heights"

APPENDIX 11
CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐ Written Request for Author of Standardized Instrument
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

Results of Ethical Review

- ☐ Approved
- ☐ Conditional (to provide the Ethics Committee with corrections)
- ☐ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members_____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Kombo Haji Silima that will focus on School environment and students' discipline.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX III

INFORMED CONSENT

DISTRICT EDUCATION OFFICE

NORTH "A"
P O BOX 2 GAMBA
ZANZIBAR-TANZANIA
10TH JANUARY 2013.

OFFICE OF COORDINATOR OF EDUCATION,
THE COLLEGE OF HIGHER DEGREES AND RESEARCH,
KAMPALA INTERNATIONAL UNIVERSITY,
P O BOX 20000
Ggaba Road - KAMPALA UGANDA.

Dear/Sir/Madam,

**Ref: ACCEPTANCE FOR MR: KOMBO HAJI SILIMA
(MED/35781/113/DF) TO CONDUCT RESEARCH IN MY
ORGANIZATION.**

The above topic is concerned.

I'm gratefully to inform you that, student mentioned above is accepted to conduct field research in my organization on the title **School environment and students' discipline in selected government secondary schools in Northern district-Zanzibar.**

There fore my office has no objection to offer *Mr Kombo Haji Silima* an opportunity to conduct his field research and I shall give him any assistance related to his study.

Yours truly,


.....
Ali Shaun Sheha,
District Education Officer.

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

☐ (1) Male

☐ (2) Female

_____Age

Qualifications Under Education Discipline (Please Specify):

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

Other qualifications other than education discipline _____

Number of Years Teaching Experience (Please Tick):

☐ (1) Less than/Below one year

☐ (2) 1- 2yrs

☐ (3) 3-4yrs

☐ (4) 5-6yrs

☐ (5) 7 years and above

APPENDIX IVB
QUESTIONNAIRE

(For Students Only)

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of your school. Kindly use the scoring system below:

Response Mode	Rating	Description
Strong agree	(4)	Very satisfactory)
Agree	(3)	Satisfactory
Disagree	(2)	Fair
Strong disagree	(1)	Poor

SCHOOL ENVIRONMENT

Relationship among school members

___1 Teacher_student relationship is cordial

-___2Teacher_teacher relationship is cordial

___3Most teachers are pleasant and friendly to students.

___4You receive encouragement from colleagues and other community members around

the school.

___5Decision about the running of the school usually are made by head of school, teacher

and students.

___6You feel accepted by teachers and other students

.Teaching/leaning facilities

___7The school or department library includes an adequate section of books and periodicals.

___8The supply of equipment and resourse like computer is adequate.

___9Video equipment, tapes and films are readily available and accessible.

___10The school has adequate labora
tory equipment.

___11The school has adequate, attractive and conducive classrooms.

Social Services

__12The school provides you better health services like toilets and clinic services.

__13Water is adequate and available when needed.

__14Power(electricity) is available all the time.

__15The security of your school is very encouraging.

__16Your school provides the adequate time for playing.

__17Your school have an abundant area for playing.

__18Your school hall satisfies for those purposes.

Sources <http://cart.rmcdenver.com/instruments/school-level.pdf>

By Krystina A. Finlay, PhD

Thanks for your participation

APPENDIX IVC
QUESTIONNAIRE
(For Teachers Only)

Dear teachers,

Direction: On the space provided before each option, indicate your best choice by using the rating system below:

Response Mode	Rating	Description
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

STUDENT'S DISCIPLINE

Truancy

____ 1 Students always hang out with their friends at the shopping mall

____ 2 Truancy is the most discipline problems happen at schools

____ 3 Most of the truancy problems happen to students from morning session

____ 4 Most of the truancy problems happen to students from afternoon session

____ 5 Truancy happen most to male students

____ 6 Truancy happen most to female students

____ 7 Schools have strategies in controlling the truancy problems among students

____ 8 Strict school rules encouraging the students in truancy

Absenteeism

- ___9The students' attendance in class are not good
- ___10The attendance of students from morning session are bad
- ___11The attendance of students from afternoon session are bad
- ___12The students' attendance to schools' activities are bad
- ___13Schools pay serious attention to absenteeism
- ___14Schools pay serious attention to absenteeism in schools' activities
- ___15Schools have strategies in controlling the absenteeism problems among students
- ___16The absence of the students are reported to their parents or guardians

Stealing

- ___17The students like to steal school's properties
- ___18The students like to steal other students' properties
- ___19The students like to steal valuables and teachers' money
- ___20School are controlling the problems by certain procedures
- ___21Many of the cases are recorded in this school's book of discipline
- ___22Now, the stealing cases are decreasing
- ___23Most of the cases are ignored by school
- ___24Schools took actions to those involve in stealing

Fighting

- ___25Students always disturbing other students
- ___26School can control the fighting problems among students.
- ___27Many cases are recorded in the school's discipline book.

Reprodused with the permission of orange county schools

Fuculty of education,University technology-Malaysia

By jamaldin Ramli-Malaysia

Http://eric.uogon.ed/publications/degests/029htm vol. NO.4.

Thanks for your participation

APPENDIX V
RESEARCHER'S CURRICULUM VITAE

1. PERSONAL PROFILE

SURNAME : SILIMA
 OTHER NAMES : KOMBO HAJI
 GENDER : MALE
 MARITAL STATUS : MARRIED
 DATE OF BIRTH : 30/11/67
 BOX NUMBER : 1462 ZANZIBAR / TANZANIA
 EMAIL ADDRESS : kombo.silima@yahoo.com
 NATIONALITY : TANZANIAN
 PASS PORT NUMBER : AB188679
 RELIGION : MUSLIM

2. EDUCATIONAL BACKGROUND

SN	STANDARD	GRADE / DIVISION	INSTITUTION	YEAR
1	FORM IV	GRADE IV	MUSLIM ACADEMY	1986
2	TEACHER TRAINING	GRAD E A	MUSLIM ACADEMY	1988
3	DIPLOMA IN EDUCATION	GRAD E A	MUSLIM ACADEMY	1994
4	1 st DEGREE EDUCATION	UPPER SECOND	UNIVERSITY COLLEGE OF EDUCATION	2002

WORKING EXPERIENCE

NAME OF DEPARTMENT	POSITION	YEAR	NATURE OF WORK
MINISTRY OF EDUCATION	CLASS MASTER	1999	TEACHING
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING	PANEL LEADER	2003	SPECIAL SUBJECT SUPERVISION

OTHER RELEVANT EXPERIENCES

- Swimming and fishing
- Farming
- Playing football
- Visiting friends
- Associating with my worker mates by organizing team work