

## EFFECTIVENESS OF COMMUNITY COLLABORATION AGENCIES IN TACKLING DISCIPLINE ISSUES IN PUBLIC SECONDARY SCHOOLS IN TARIME DISTRICT COUNCIL, TANZANIA

Joseph Paul<sup>1\*</sup>, Demetria Gerold Mkulu<sup>2</sup>, Prosperity M Mwila<sup>2</sup>

<sup>1</sup>\*Educational Officer, Tarime district Council, Tanzania.

<sup>2</sup>Academicians, St. Augustine University of Tanzania, Tanzania.

**\*Corresponding Author:**

[jmniko0@gmail.com](mailto:jmniko0@gmail.com)

### Abstract

Community collaboration agencies are the major school stakeholders in managing discipline issues. To promote discipline in a given school, community collaboration agencies (CCAs) must become heavily involved in school-related matters such as discipline. However, the extent of being involved in matters concerning discipline is not promising due to the increasing discipline issues that occur every now and then in public secondary schools. Consequently, the study sought to explore the extent of community collaboration agency involvement in tackling discipline issues in public secondary schools in the Tarime District Council, Tanzania. The study was guided by the McGregor Theory of X and Y of 1960, employing a mixed research approach and an explanatory sequential mixed design. Data were gathered using questionnaires, interview guides and document analysis. The study involved a target population of 7412, in which a sample size of 209 participants was selected, including 98 students and 78 teachers selected through simple random sampling, 24 parents, 4 heads of schools, 4 ward education officers, and a district secondary education officer. Content and face validity were verified to determine the validity of the research tools. The questionnaires achieved a correlation coefficient of 0.734, which disclosed the high reliability of the research tools. Quantitative data were analysed by using descriptive statistics with SPSS version 23, and qualitative data were analysed thematically via narrations and direct quotations. The results revealed that CCAs are not doing enough to solve discipline issues in public secondary school in the Tarime district council. The study recommended that the government should revise the curriculum, education acts and policies governing discipline issues and see the need to implement the parent-teacher association. The CCAs should work together to create good relationships by allowing maximum cooperation with each other.

**Keywords:** Community collaboration agencies, Discipline issues, Public secondary school

## 1. INTRODUCTION

Building strong Community Collaboration Agencies (CCAs) in school is very important in managing discipline issues because good discipline contributes much in improving academic success of students. Parents, teachers and students as agencies of school should be involved in educational matters specifically discipline issues to lessen misconducts experienced in or outside school settings (Belle, 2017). CCAs are very crucial in handling school disciplinary issues because they implement activities that guide students' discipline (Sheldon & Epstein, 2002). Collaboration can be referred to as people working together to achieve common goals and involves professionals, family members, community members and friends. Collaborative teams bring a variety of life perspectives and experiences to the collaborative planning process (Solone et al., 2020). The agency can be defined as the capability approach, which is considered a motivating potency in an individual's search for a prosperous life (Boonekamp et al., 2022). However, research on the idea of agency has been conducted from moral, physiological, social, educational, pragmatic, and democratic perspectives as well as concerning worries about self-efficacy, exclusion and children's rights (Riley, 2019). In contrast, urban schools have dissimilar wants than rural public schools; the effectiveness of school-community collaborations for public schools not only fosters the development of schools but also meets students' education goals (UNICEF, 2018; UNESCO, 2011).

Positive behavioral interventions and supports (PBIS) have emerged as the cornerstone of successful school discipline in the USA, for schools to be more effective; a multidisciplinary squad should be implemented under discipline criteria to include teachers, psychologists, students, parents and community members to have a collective consensus and plan for the whole school community (Bal, 2016). In Canadian schools, issues such as the victimization of cyberbullying were linked to the following: smoking tobacco cigarettes was (95%), cannabis use was (95%), and binge drinking was (95%) (Sampasa-Kanyinga et al., 2020). In Asian continent particularly in Pakistan, truancy being one of misbehaviours in public secondary schools is caused by electronic media, influenced by peer group dynamics, family background, student characteristics, and school environment factors but teachers had the least influence over students' truancy. These misbehaviours of students are the most contributing factors that decrease the academic successes of learners in Pakistan (Suleman, et al., 2017).

Kumar (2021) in India documented that some kinds of community-based collaboration, like the parent-teacher association (PTA), village education committees (VEC) and Gram Panchayat, are of mutual advantage in regulating students' discipline. Moreover, the author affirmed that countries like Japan, Brazil, Finland, Spain, England, Austria and Denmark, where parents normally implement different collaborations that play an essential role in secondary school education by taking remedial actions to intervene in academic and discipline issues at the school level. However, the study puts effort into parents' involvement in discipline issues, which motivates teachers but on the other side of the coin, leaving other educational stakeholders, such as students, who are the most served clients in school.

On the African continent, Atunde and Aliyu (2019), in Nigerian secondary schools, recognized disciplinary issues such as hooliganism, dishonesty, vandalism, rudeness, selfishness, lack of respect for elders, laziness, betting, performing rituals, smoking, loitering during school hours and cheating in exams, illegal relationships, drunkenness and indecent dressing. Moreover, Ngwokabuenui (2015) maintained that the potential strategies to control disruptive behaviors include the application of ethical leadership, ethical education, educational focus and behavioral accountability policy. It follows that providing all kinds of education needed in school to minimize misdeeds requires effective, communicative and encouraging collaborative partnerships to reach the intended achievement of school students' discipline. School management teams use various tactics, working with external stakeholders and adopting a whole-school strategy to manage student indiscipline. Collaborative community guidance might support good discipline issues demonstrated by learners by providing rewards and punishment for indiscipline actions (Padayachee, 2021). Furthermore, in the East African region, specifically Kenya, Murage (2014) maintained that discipline is the practice of management enforcing organizational norms and encouraging employees to cooperate to achieve an organization's goals. The school as an organization has collective goals, a shared vision and a shared mission that encompasses meeting students' potential and parents', teachers' and stakeholders' hopes for school development; therefore, without students' good discipline deeds, reaching school goals will remain questionable. In this sense, community collaboration agencies should develop a strong bond in addressing students' behaviors in public secondary schools to reduce or improve discipline issues among learners in government schools. Moreover, Musau-Benjamin (2018) maintained that parental involvement in overseeing student behavior is influenced by their level of education. This means that teachers, parents and students should work closely to promote good student behavior to create a favorable learning environment.

## Objectives of the study

The study has the following specific objectives as stated below:

- To what extent do community collaboration agencies involved in tackling discipline issues in the Tarime district council?
- What are the challenges facing community collaboration agencies in tackling discipline issues in public secondary schools in the Tarime District Council?

## 2. Literature Review

Tanzania, like other countries in the world, is implementing various global policies, including the Education for All Initiative (EFA), which allows parents to participate in matters related to their student's education, including discipline, and is credited with inspiring the creation of community secondary schools (Mabula & Ligembe, 2022). To protect societal values, parents have a responsibility to collaborate closely with educators in the classroom as well as with their

own children. Moreover, Liguluka and Onyango (2020), as cited in URT (2016, 2020), cited data from Tanzania's National Bureau of Statistics, which showed that 93.2 percent of school dropouts in public secondary schools were due to truancy, while 5.6 percent were due to pregnancy, and these indiscipline cases continued to lower the academic progress of students studying in public secondary schools. However, in the Ulanga District, the report showed that between January and March 2020, there were 250 cases of truancy and 13 cases of pregnancies were reported. According to Jilanga (2016) and Kambuga (2018), various school indiscipline behaviours in public secondary schools, such as truancy, sexual immorality, unethical dress, abusive language and vandalism, are all forms of indiscipline behaviours demonstrated in public secondary schools. These interdisciplinary issues are among many that hinder many students' progress in public secondary schools and increase moral deterioration in our living community.

In the Tarime District Council, a study conducted by Ngussa and Mwema (2021), Maro (2017) and Messanga and Mkulu (2022) identified some of the interdisciplinary issues, such as making noise, loitering during class hours, testing questions to teachers, abusive language, and fighting, that are observed in public secondary schools. Moreover, a study by Yonas et al. (2023) verified the findings that 43.8 percent of students were absent, 45 percent of students and teachers had poor relationships, 50 percent of teachers lacked classroom management skills and there was inadequate communication between teachers and students. The Education Training Policy (ETP) of 2014 also advocates that heads of schools are accountable in implementing the policy at the school level and reporting different school development plans and discipline to the organ responsible, such as the school management board and WEO (URT, 2014). In controlling these interdisciplinary issues, the government of Tanzania under National Education Act number 25 of 1978 and Act 24 of 2002 describes in detail why and how disciplinary measures are implemented as far as discipline issues in secondary schools are concerned (Kambuga et al., 2018; UNICEF, 2020). Collaboration can be referred to as people working together to achieve common goals, and diversity of life perspectives and experiences are brought to the collaborative planning process by team members (Solone et al., 2020). The causes of the diversity in misbehaviours are common and very challenging to manage because some students from low-income backgrounds are suspended and expelled at higher rates than peers from more affluent backgrounds (Welsh and Little, 2018). Various associations and programs initiated by community-based collaboration agencies such as the Parent-Teacher Association, Village Education Committees, Gram Panchayat, WeChat and ClassDojo are of mutual advantage in regulating students' discipline (Kumr, 2021; Guo et al. 2019; Manolev et al. (2018). Through Community Collaboration Agencies, the education system should work to change some unfair behaviours that have been seen in many public schools around the world (UNESCO, 2022).

Ngwokabueni (2015) described that the potential strategies to control disruptive behaviours include the application of ethical leadership, ethical education, educational focus and behavioural accountability policy. It follows that providing all kinds of education needed in school to minimize misdeeds requires effective, communicative and encouraging collaborative partnerships to reach the maximum level of student, teacher and parent achievement as the chief school stakeholders. School assemblies as a communication tactic affect students' behaviour in schools. Gathumbi and Mulwa (2019) emphasized that 66.7 percent of the students, 59.3 percent of the teachers and 55.6 percent of these CCAs, perceive school congregation to be very important and could take place at least twice a week to address the behaviour problems of the learners. The study is supported by (Belle, 2017) principals, teachers and students might be the addresses during school assemblies on discipline issues. Following that stand, other addressees, such as parents, may stage in taking part in principals, teachers and students in addressing disciplinary behaviours in school or in analysing the cooperative tactics employed by partners in the school community to maintain student discipline. Although CCAs struggle to reduce interdisciplinary cases in public secondary schools, they still face a number of challenges. In a study conducted by Bell (2020) in America, the results revealed that black parents and their children view school expulsion and suspension as unfair and that they are against the suspension given to their children because administrators ignore their voices during the disciplinary procedure, in contrast to teenagers' perceptions that administrators single them out for suspension because of their appearance, hairstyle. Llamas and Tuazo (2016) in the Philippines, showed that improper dissemination of knowledge and an inadequate supply of seminars and workshops for cooperative communities (teachers, parents and students) on matters integrated with schools, poor communication strategies, and a lack of support from government and nongovernmental organizations in schools are the challenges facing CCAs not to reach their goal of school discipline improvement. Moreover, family and home circumstances, poverty, the influence of peer pressure, crammed classrooms, and a dearth of extracurricular activities are obstacles to promising behaviour (Obadire & Sinthumule, 2021). One of the setbacks facing South African parents is stress, which comprises both material and emotional stress. However, acknowledging publicly the harm done by students might not be useful because some individuals have weak egos and may do something unexpected (Huang and Anyon, 2020).

Regardless of the effectiveness of CCAs and the role of the government of Tanzania in implementing different programs, policies, plans and acts, challenges of students' discipline remain to be reported in public secondary schools. Acts of indiscipline, such as bullying, fighting, abusive language, indecent dressing, unethical relationships, vandalism, truancy, pregnancy, rituals and drug abuse, have continued to dent the names of schools to create tension and have caught the attention not only of educational institutions but also communities in this digital era (UNICEF, 2020; Ezugoh and Adesina, 2020; Murage, 2014; Liguluka and Onyango, 2020; Kambuga et al., 2018; Yonnas et al., 2023). The available literature shows that although various discipline issues and management approaches have been established, the effectiveness of community collaboration agencies has not been conclusively addressed. This study sought to investigate the effectiveness of community collaboration agencies in addressing discipline issues in public secondary schools in Tarime district.

### 3. METHODOLOGY

The study was conducted in the Tarime District Council using an explanatory sequential mixed research design. The study involved a population of 7,412 comprising 6,299 students, 688 parents, 45 school heads, 353 teachers, 26 ward education officers (WEOs), and 1 district secondary educational officer (DSEO). The sample size of this study was 209 respondents, including 98 students, 78 teachers, 24 parents, 4 WEOs, 4 heads of schools, and 1 DEO of TDC. Participants were sampled using both probability and non-probability sampling techniques.

The data collection methods used in the study included questionnaires, interviews, and document analysis. Quantitative data were analysed through descriptive statistics, frequencies, and tables with the help of the Statistical Package for Social Sciences (SPSS) version 23. Moreover, qualitative data were content analysed thematically through explanations and direct quotations. The questionnaires, interview guides and possible documents were validated through content validation, while the trustworthiness of qualitative tools was observed through credibility, conformability, transferability and dependability (Creswell & Creswell, 2018).

### 4. FINDINGS AND DISCUSSION

#### 3.1 The Extent of Community Collaboration Agencies (CCAs) in solving Discipline Issues

The investigation aimed to examine the extent to which CCAs are involved in solving discipline issues in public secondary schools.

**Table 3.1** Students' response on the extent of CCAs' involvement in solving discipline issues (n=98)

Statement	SD		D		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
SMB suspend the Misbehaved students	18	18.4	13	13.3	11	11.2	19	19.4	37	37.8
SC involves in solving Students' misbehavior	29	29.6	21	21.4	19	19.4	17	17.3	12	12.2
Teacher's engagement in solving misbehaviors	9	9.2	3	3.1	26	26.5	18	18.4	42	42.9
Students have time for Sports and games	13	13.3	10	10.2	5	5.1	28	28.6	42	42.9
SC are involved to Formulate school rules and regulations	31	31.6	31	31.6	22	22.4	10	10	4	4.1
Parents' cooperation with teachers	24	24.5	30	30.6	21	21.4	16	16.3	7	7.1

Key: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA=Strongly Agree, F=Frequency, P= Percentage

Source: Field Data (2023)

Table 3.1 indicates that 31.7 percent of the respondents disagreed that the school management board suspended misbehaving students, while 57.2 percent agreed with the variable. The finding indicates that whoever violates school rules and regulations is punished by SMB members through suspension. This finding corresponds with the study performed by Paul (2020) and Andrea and Leandry (2021), who confirmed that in the Tanzania-Mbeya region, students were reported to burn their school dormitories; this school vandalism led to the suspension of 392 students. Various indiscipline cases, such as truancy, smoking, abusive language and circumcision, are experienced in public secondary schools, and this situation lowers education progress in the Tarime district council. During the interview session, one of the interviewees from school B described the following:

*In our school, this is very common because from January 2022 up to July 2023, the SMB members had managed to suspend 20 students with different immoral actions, such as fighting, theft/stealing, abusive language, unethical relationships and use of marijuana, but there is still the occurrence of disruptive behaviour of students; on the other hand, student exclusion is very rare because some board members are not ready to implement the exclusion of learners from school due to fear and lamentation from students' parents (HOS A, 20<sup>th</sup> July 2023).*

The finding shows that although there was provision of the suspension to discipline learners, the occurrence of disruptive actions persists. Therefore, the regulation of the suspension or exclusion of learners should be revised to look for another kind of measure to address learners' misbehaviours. This could reasonably help to reduce the number of disciplinary cases in government schools. The same proposition is raised in a study by Bal (2016), who recommended that for school discipline to be more effective, a multidisciplinary squad should be implemented under discipline criteria to include teachers, psychologists, students, parents and community members to have a collective endorsement when tackling unethical issues.

Furthermore, Table 3.1 indicates that 51 percent of the respondents disagreed with the variable, while 29.5 percent of the respondents agreed that the Student Council is involved in solving students' misbehavior. Thus, the findings show that most of the students are not involved in solving learners' misbehaviours. The findings contradict the study of Murage (2014), who upheld that 41.6 percent of student councils at Kenyan public schools have the opportunity to implement discipline management methods, and this automatically helps the students to be involved in controlling discipline disputes. Moreover, during the interview phase, one of the interviewees described:

*In this ward, Student Councils or School Baraza is not much involved in addressing students' misdeeds. This task is strongly done by teachers through punishment such as manual work, slashing school compounds, calling parents by letters, holding discipline committee meetings and caning misbehaving students by using sticks (Interviewee B, 24<sup>th</sup> July 2023).*

This finding implies that there is a low rate of community collaboration engagement in controlling disorderliness in learners' behavior. Furthermore, the student council, as one of the community collaboration agencies, should become involved in controlling school discipline because the collaboration of all CCAs in preserving discipline is more advantageous. This would raise awareness and understanding among students about the necessity of having sound discipline and its importance for academic achievement. The results are supported by Solone et al. (2020), who uphold that to ensure a collaborative school in the United States, the cooperation of all stakeholders is indispensable in public schools since learners have dissimilar abilities and family backgrounds.

Moreover, Table 3.1 demonstrates that 12.3 percent of the participants disagreed with the statement, while 61.3 percent of the participants agreed that teachers are engaged in solving misbehaviors. This entails that in handling misdeeds of the learners, most teachers were tackling students' misconduct. In examining the school documents such as discipline committee files in the four schools, most files were not available. Only black books and SMB files were available. This denotes that although teachers were engaged in tackling immoral behaviours performed by youths, there was no documentation to prove their practices. This implies that disciplinary case implementations do not follow the proper procedures and that there are no appropriate records kept for future follow-up of students' disciplinary records.

This calls for an emphasis that a multiple approach of methods to control ongoing interdisciplinary issues should be applicable. This finding is in line with a study conducted by Andrea and Leandry (2021), who confirmed that there were new indiscipline issues emerging from 2000 to 2021, consisting of student girls' pregnancy, bullying, possession and immoral use of phones, and this requires CCAs to use different strategies in handling these troublesome youths. During the interview session, one interviewee stated,

*"In this era of science and technology, some of learners possess and misuse phones, haircut and early pregnancy are among misdeeds encountered in school among students. The school laws do not allow such misbehaviours" (Interviewee A, 19<sup>th</sup> July 2023).*

The quantitative and qualitative data imply that despite teachers' engagement in handling students' misconduct for community schools that were found in TDC, there were still occurrences of misbehaviours such as pregnancies and poor hair styles. If these indiscipline issues continue to occur in schools, they will affect students, teachers, and parents in reaching the goal of quality education.

Additionally, Table 3.1 indicates that 23.5 percent of the participants disagree with the view that learners have time for sports and games, while 71.5 percent of the respondents agreed with the subject. These data revealed that most of the schools offer students time to engage in physical activities via sports and games, which is good because these adolescents need to reduce bodily energy through sports and games because it may in turn cause misbehaviours in the students. This finding is supported by a conceptual framework that requires a school to create a favorable teaching-learning environment inside and outside classroom settings to foster teaching and learning processes.

Apart from that, Table 3.1 reveals that 63.2 percent of the participants disagreed that student councils are involved in formulating school rules and regulations, whereas 14.3 percent agreed with the statement that learners have contributions to the subject. This finding indicates that the majority of the students are not involved in the process of school rule formation; therefore, more learners should be key partakers in formulating school rules and guidelines. This was revealed in the study conducted in Kenya by Murage (2014) about how student councils influence the habits of learners. Therefore, in TDC, it seems that students are not very involved in setting school principles that could govern them in different ways in terms of disciplinary concerns.

In the same vein, Table 3.1 shows that 55.1 percent of the respondents disagreed on parents' cooperation with teachers, while 23.4 percent of the respondents agreed with the variable. The result implies that most of the parents were not collaborating with teachers in handling learners' behaviour, contrary to a few participants who were on different judgement. During the interview conducted in school D, the interviewee was quoted as narrating:

*"Almost ten percent of parents participate in school issues, including discipline issues. In this school, we are almost seven hundred parents who have children, but when invited by school administration, we normally come sixty to seventy parents, which is not convincing. On the same view, I being the chairperson of parents, very few parents of misbehaved learners do attend any calls from school" (Interviewee C, 1<sup>st</sup> August 2023).*

Information obtained from both quantitative and qualitative data shows that there is inadequate collaboration among parents in regard to managing students' misbehaviours, which, if not handled carefully, will demoralize the aim of school-community collaboration as intended by the Tanzanian government and other world agencies such as UNESCO and UNICEF (UNICEF, 2018). Furthermore, the researcher, when reviewing the school black book in school D, found that six out of eight cases in 2023 involved students who were sent back home to bring parents after parent call refusal. Moreover, in revising school documents, none of the four schools possessed or handled PTA files. This implies that there were no PTA meetings or minutes, and parents were not attending a call from school unless their children were sent back home. This may be due to a lack of parental education and the improper dissemination of knowledge to parents. The findings are supported by the research done in the Philippines by Llamas and Tuazo (2016) and in Bangladesh by Kabir and Akter (2014), who concluded that a lack of awareness among parents is a threat to improving students' discipline, so to make them more collaborative, different stakeholders should provide education to parents to see the importance of working closely with teachers to manage discipline issues.

**Table 3.2: Teachers' response to the extent to which CCAs are involved in solving discipline issues (n=78)**

Statement	SD		D		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
Teachers' engagement in solving students' misbehaviors	8	10.3	2	2.6	14	17.9	24	30.8	30	38.5
Poor Parent-teacher cooperation	6	7.6	1	1.2	18	23.0	15	19.2	38	48.7
SC involves in solving student misbehaviors	33	42.3	20	25.6	1	1.3	17	21.8	7	9.0
Students formulate school rules and regulations	29	37.2	25	32.1	7	9.0	12	15.4	5	6.4
SMB controls indiscipline issues	8	10.3	26	3.3	5	6.4	20	25.6	19	24.4

Key: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA=Strongly Agree, F=Frequency, P= Percentage

Source: Field Data (2023)

In analysing the variables, Table 3.2 shows that 12.9 percent of the respondents disagree, while 69.3 percent of the participants agreed with the variable of teachers' engagement in solving students' misbehaviors. This implies that the majority of the participants agreed that teachers were engaged in managing the learner's behaviour. Despite teachers' engagement in solving students' misbehaviour in Tarime public secondary schools, some occurrences of different misconduct in public secondary schools are still available. Thus, this finding concurs with research conducted by Lukman and Hamad (2014), who underscored various disruptive behaviours such as absenteeism, fighting, stealing, truancy, and destruction of property and drug use in some public secondary schools. Moreover, the findings obtained comply with a study that was performed by Liguluka and Onyango (2020) in Ulanga District, whereby they confirmed that despite teachers' struggles to tackle interdisciplinary issues, 250 issues of truancy and 13 cases of early pregnancies were reported. It follows that in Table 3.2 above, 8.8 percent of the participants are shown to have disagreed with the variable of poor parent-teacher cooperation, but 67.9 percent of the respondents comply with the variable. This entails weak collaboration between both parents and teachers, which affects the learning progress of students and discipline management, but different scholars have conducted studies and discovered that good and strong relationships between both parents and teachers in public secondary schools are very advantageous in tackling deviant behaviours performed by learners. Kumar (2021) found that community-based collaboration, such as the parent-teacher association (PTA) and village education committees (VEC), has a mutual advantage in modifying students' discipline. Furthermore, the study added that some European countries, such as Spain and England, and Latin America countries, such as Brazil and parents, implement different collaborations that play an essential role in controlling disruptive actions in secondary schools. In Ward B, the interviewee said:

*I think it is time for the government of Tanzania to introduce official PTA as it was done in some public primary schools, which is known as in Swahili Ushirikiano wa Wazazi na Walimu formally sponsored by the Education Quality Improvement Program in Tanzania under the umbrella of the England Government (Interviewee B, 2<sup>nd</sup> August 2023).*

The finding indicates that in the Tarime District Council, there was weak collaboration between parents and teachers that hindered effective management of discipline issues, but the parent-teacher association in secondary schools has great value in handling misconduct; the formation of PTAs and associations in community schools might help education institutions reduce the pace of disruptive actions experienced in government schools (Kumar, 2021). Moreover, the data from Table 3.2 indicate that 67.9 percent of the participants disagreed, whereas 30.8 percent of the respondents agreed with the variable that student councils involve solving student misbehavior. This implies that the students' council in public secondary schools in Tarime is not involved in tackling misbehavior. In reviewing school documents, none of the four schools had the students' council file. This finding is contrary to the research done in Kenya by Murage (2014), who discovered that 41.6 percent of student councils in Kenyan public schools had implemented discipline management methods that were used by students themselves to discipline their colleagues. Therefore, in TDC, there should be an extra effort to strengthen students' councils to play their part effectively in tackling discipline issues.

Table 3.2 shows that 69.3 percent of respondents disagreed, while 21.8 percent agreed with the subject that students formulate school rules and regulations. The data indicate that the majority of the respondents were not included in tackling discipline issues to formulate school orders. This finding is supported by McGregor theories X and Y (1960), specifically theory Y, which maintains that under certain circumstances, people are willing to seek out and accept responsibility and, if sufficiently motivated, are given time to direct themselves. This denotes that when students are given a chance to formulate the rules and regulations, they will follow and act in accordance with the principles they prepared themselves because they are self-directed and motivated through rewards and punishment given to them. Additionally, this finding corresponds with the ideas of Mussa (2015), who praises the upholding of laws and regulations in organizations to maintain order and punishing management, particularly in secondary schools.

The data gathered in the field, as shown in Table 3.2, show that 43.6 percent of the participants disagreed, while 50 percent of the participants agreed that the school management board controls discipline issues. The quantitative data indicate that school boards control any alarming misconduct done by students. The results comply with Liguluka and Onyango (2020), who argued that although school management boards discussed discipline issues in community secondary schools, they did not take any proper corrective actions, such as the expulsion of students with disciplinary concerns, caution, or suspending students who misbehaved.

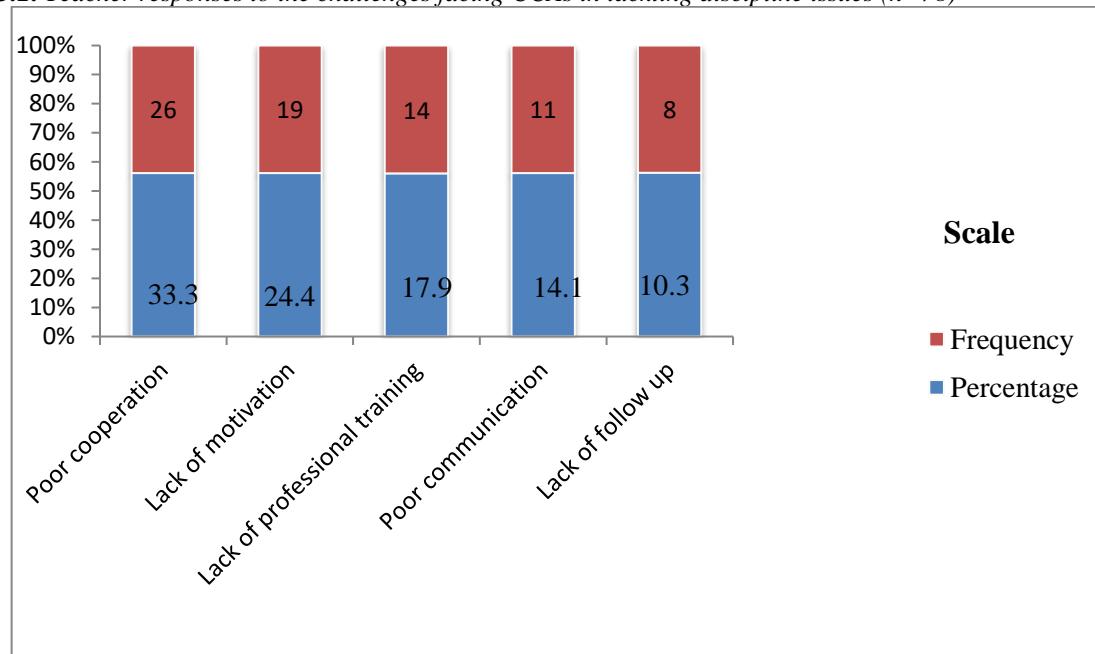
### 3.2 Challenges Facing Community Collaboration Agencies (CCAs)

This study's objective is to explore different challenges that are experienced by community collaboration agencies (CCAs) in their practices of tackling disruptive behaviours practised in public schools.

Llamas and Tuazo (2016), in their study in the Philippines about parental involvement in secondary schools and observations, showed that improper dissemination of knowledge and an inadequate supply of seminars and workshops for the cooperative community (teachers, parents and students) on matters integrated with schools, poor communication strategies, and a lack of enough support from government and nongovernmental organizations in schools are the challenges facing CCAs not to reach their goal of school discipline improvement. Andrea and Leandry (2021) in Tanzania investigated strategies used in controlling students' misbehaviour. The findings confirmed that there have been some transformations of indiscipline behaviours, with some new discipline issues emerging from 2000 to 2021, consisting of student girls' pregnancy, teacher bullying and possession and immoral use of phones. The study suggested the use of punishment, such as student canning, provision of productive physical work, counselling, involving parents and school board intervention. Additionally, the study discovered that strong parental and school oversight and counselling (84%), moral leadership and education (69%), an efficient parent-teacher association (66%), a reduction in class size (63%), a positive teacher-student relationship (60%), school authorities acting as good role models (51%), and the provision of adequate facilities for teaching, games, and sports (50%) were the key characteristics of community collaboration agencies to possess.

In examining this objective, data on the challenges facing community collaboration agencies while tackling students' misbehaviour were gathered by asking respondents to determine challenges facing both parents and teachers, as displayed in Figure 3.1

**Figure 3.1: Teacher responses to the challenges facing CCAs in tackling discipline issues (n=78)**



**Source:** Field Data (2023)

The finding in Figure 3.1 displays the responses of teachers' participants to the challenges facing CCAs in tackling discipline issues in public secondary schools in the Tarime District Council. The participants mentioned poor cooperation, lack of motivation, lack of professional training, poor communication and lack of follow-up as the main challenges that affect teachers, parents and students in tackling discipline issues in public secondary schools.

#### Poor Cooperation

Figure 3.1 validates that 33.3 percent of the respondents highlighted poor cooperation as one of the challenges that hinder teachers when they are tackling discipline issues. The results entail that teachers are not cooperating as expected, but the issue of controlling interdisciplinary issues needs both school followers to work and collaborate together; one of the interviewees was quoted as saying:

*Managing disruptive actions of students is very challenging because learners come from different family backgrounds and have unlike behavioural characteristics that force teachers and staff to interact in tackling illegal conduct, but sometimes it is totally different because most of the teachers withdraw that task of correcting punitive behaviours to discipline masters/mistresses and the school administration; this habit weakens and disintegrates their cooperation (Interviewee B, 19<sup>th</sup> July 2023).*

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The findings imply that teachers are not fully working together to handle students' actions, but they leave this task to other heads of discipline departments who are too few to handle and manage all students' indiscipline cases in school alone. The outcomes are supported by Sueb et al. (2020), who confirmed that because each learner is different and has different abilities and desires, teachers should cooperate and embark on the use of various methods, including collaboration, to manage indiscipline conduct. Additionally, Matusov et al. (2016) added that the use of consultation programs, home visits, annual meetings and cultural programs is advantageous in managing students' misbehavior in public secondary schools.

### Lack of Motivation

As presented in Figure 3.1, the results show that 24.4 percent of the participants outlined lack of motivation as a challenge that faced teachers to properly address the problems of discipline in public secondary schools found in the Tarime District Council. This finding indicates that most teachers are not inspired in the long run to handle misbehaviours. In the interview phase, one of the interviewees commented:

*Teachers do help our children in diverse angles; even by caning students is one way of disciplining students, but I was surprised instead of supporting and motivating teachers, the headmaster reported to me that a science teacher who caned a misbehaved student was hunted to be beaten by a parent who was very angry after his child was punished by the teacher. This is very astonishing to have such parents with irresponsible behaviour on their children's misconducts (Interviewee C, 26<sup>th</sup> July 2023).*

The quantitative and qualitative findings entail that in Tarime public secondary schools, motivation is not convincing. In improving school environment and safeguarding learners' good conducts. Thus, teachers, students and parents should be motivated once they are addressing discipline issues to alleviate evolving misconduct in the 21<sup>st</sup> century. This result is in line with the research conducted by emerging Machumu and Killugwe (2013), who insisted that discipline management issues should be a school-community-centered approach and should not be left to teachers. Teachers should not be the only group to blame because handling misbehaviours depends on the presence of all stakeholders. Moreover, teaching and learning are more effective; teachers encourage classroom discipline and language motivation (Rahimi & Karkami, 2015).

### Lack of Professional Training

As displayed in Figure 3.1, shows that 17.9 percent of the participants pointed to a lack of professional training as a threat in managing learners who are studying in government schools. This finding indicates that teachers do not have training to update their teaching and guiding skills, which could help them to increase knowledge and technical skills to handle unethical actions experienced in schools; hence, the problem continues. In analysing this aspect, one of the interviewees observed, "All teachers we have here are qualified in teaching profession, but they lack some important ingredients of guidance and counselling which can be more helpful to discipline students" (Interviewee A, 17<sup>th</sup> July 2023).

The quantitative and qualitative results indicate that school staffs are in need of professional training specifically on discipline matters, as suggested by the education policy of 2014, which describes the role of the government in collaboration with stakeholders to train teachers in light to provide promising environments for achieving the goals planned. The issues include the improvement of the excellence in education and training structure that stresses all matters, including discipline.

### Poor Communication

Moreover, the data from Figure 3.1 show that 14.1 percent of respondents revealed that poor communication is another challenge that teachers, students and parents face in controlling discipline in government secondary schools. This result entails that in the Tarime District Council, there is a problem of communication among community collaboration agencies themselves and other stakeholders. During the collection of qualitative data, one interviewee explained:

*Teachers and parents have no platforms, such as the WhatsApp group, that could help each one of us communicate easily and quickly to advise or report some evolving misbehaviours that are demonstrated by youths; it is only through letter calls or meetings that brings us together to discuss different matters, including discipline issues (Interviewee C, 28<sup>th</sup> July 2023).*

The outcomes revealed that in Tarime District, Council communication is weak because there are two common ways used to channel information: through letter writing and meetings. This shows that there are limited ways of sharing information that require collective and prompt responses from school stakeholders when dealing with interdisciplinary issues in schools. This finding conflict with the study performed in China by Guo et al. (2019), who commented that programs such as the WeChat app are very supportive in handling students' discipline. This kind of podium allows the communication of teachers, parents and students to discuss various matters concerning the management of classrooms and other misconduct raised either in schools or at home settings. In the same vein, Manolev et al. (2018) confirmed that in Australian schools, the Class Dojo program was among the best technologies and tools available to assist schools in handling classrooms and learners' behavior. Similarly, in the Tarime District Council, the implementation of platforms or

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programs that connect people together might be important to simplify communication and hence improve school discipline.

### **Lack of Follow-up**

Figure 3.1 demonstrates that 10.3 percent of the respondents pointed out lack of follow-up as one of the challenges confronting parents in controlling students' immoral behaviours. During the interview session, one of the interviewees described:

*Some parents have no idea on what is going in the life of their children's education; very few of them come to school to make regular follow-up on their children's academics or discipline development; it is through making follow-up and close interaction of both parents and teachers that make students honest and avoid evil actions (Interviewee A, 28<sup>th</sup> July 2023).*

This means that inadequate follow-up of parents was an impediment to parents towards achieving the goals of managing their children's discipline in government schools found in Tarime. On the other hand, Osher et al. (2010) maintained that to improve student discipline in public secondary schools, various methods, such as working with families, being linguistically and being responsive to meet the needs of the learners, are among the strategies that will help parents and teachers reduce the number of misconducts done either at home or at school compounds.

### **5. CONCLUSION AND RECOMMENDATIONS**

Based on the objectives, the study revealed that most community collaboration agencies (CCAs) are not doing enough to tackle disciplinary issues at Tarime District Council. Moreover, the findings revealed that lack of guidance and counselling, poor cooperation, lack of motivation, lack of professional training, poor communication and lack of follow-up are the challenges facing community cooperation agreements in controlling the misbehaviors of students. Researchers have concluded that the rate and emergence of students' acts of discipline are accommodated by the collaboration of all chief stakeholders communally. Thus, addressing indiscipline cases is not an individual act but rather a collective responsibility that must involve parents, teachers, school management board members and students. The government, via the Ministry of Education Science and Technology, should revise the curriculum, education acts and policies governing discipline issues and see the need for official implementation of PTAs. Moreover, education policy should include students' participation in formulating school rules and regulations. Community collaboration agencies in secondary schools should work together to create good relationships by allowing maximum cooperation with each other.

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