

**SCHOOL ENVIRONMENT AND STUDENTS' INDISCIPLINE IN SECONDARY
SCHOOLS IN NYAMAGANA DISTRICT, TANZANIA**

BY

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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,
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DECLARATION

I Lydia E. Mwakibinga, declare that this dissertation is my own original work and has never been submitted for the award of any degree in any institution or university and has never been published elsewhere.

.....

.....

Signed

Date

APPROVAL

This dissertation has been submitted for further examination with my approval as her university supervisor.

.....

.....

Dr. Wunti, Ibrahim Yakubu

Date

DEDICATION

This dissertation is dedicated to my parents, Mr. and Mrs. Mwakibinga who dared to inspire my endurance and develop interest in learning.

ACKNOWLEDGEMENT

I appreciate the contribution from many people in the process of completing this dissertation.

First and most, I am grateful to the living God for his gracious love and endless blessings He accorded to me for carrying out this study. Secondly, I extend my sincere heart felt gratitude to my supervisor Dr. Wunti, Ibrahim Yakubu whose intelligent comments, scholarly guidance, advice patience, and encouragement which has helped add values my work, and I really appreciated his concern and contribution to this piece of work.

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ABSTRACT

The aim of this study was to investigate the relationship between secondary schools environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania. The objectives were to examine the school environment in secondary schools in Nyamagana district, Tanzania; to assess the level of the students' indiscipline in secondary schools in Nyamagana district, Tanzania; and to establish the relationships between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania. The sample size of the study was 357 respondents derived from the total population of 858 (2017) including 727 students and 131 teachers for the purpose of the study. Frequency and percentage distribution were used to determine profile of the respondents. Data were collected through questionnaire and observation to gather information. Quantitative data were analyzed using SPSS (Statistical Package for Social Sciences) 16.0 version. The study achieved the response rate of 92.99%. The major findings of the study revealed that, a significant and positive relationship ($r = 0.513$, $N = 332$, $p = 0.0001 < 0.01 < 0.05$) between school environment and students' indiscipline in Nyamagana district, Tanzania. The study recommended that, the government of the united republic of Tanzania should collaborate with its communities in providing an enabling environment conducive for teaching and learning through adequate facilities such as school plants and facilities, reading material such as books, journals, newspapers and other instructional facilities so as to facilitate the learning processes and keep the students busy. Head teachers should ensure that teachers adopt an effective classroom management and teaching methods within an organized classrooms; Government should made available special offices for guidance and counseling in secondary schools as well as to establish rules and regulation in guiding the students on does and don't within the schools in order to reduce indiscipline cases among the students in secondary schools in Nyamagana, Tanzania. School heads should also make sure that disciplinary actions are taken on students who are involved in truancy or other related offences so as to improve their performance and positive behaviors.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, problem statement, purpose of the study, objectives of the study, research questions, hypothesis and significant of the study.

1.1 Background to the study

The background of the study is presented in the following perspectives, namely; historical, Conceptual and contextual.

1.1.1 Historical perspective

Indiscipline within school environment among students especially at the secondary school level of education is a universal challenge that is facing every school in almost all parts of the world (Ali. et al, 2014). Thus, to achieve sustainable development of school environment, the students must not only be preserved but also disciplined.

The task of managing students discipline in Nyamagana district of Tanzania and elsewhere in East Africa is one of the teachers' primary responsibilities during the school day. The teachers' goal among others is to instill discipline in everything that students' do during school hours to ensure that school activities are conducted uninterrupted and that all students have adequate opportunities to education (Barbette, Norana and Bicard, 2005). This includes students who manifest common place behavior, learning, and emotional problems (Centre for mental health in schools, 2008). This view of school environment discipline was based on the common belief that human beings require some guidelines that direct the conduct of their performance in every day endeavor. Hence, the Tanzania education act number 25 of 1978 gave powers to the minister of education to develop policies that enable management of discipline in schools under the national education act of 1978 (Yaghambe&Tshabangu, 2013). Student' academic success is greatly influenced by the type of school environment they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a students learning experience via discipline. As schools are faced with more public accountability for students' behavior modification, school level characteristics are being studied to discover methods of improving achievement for all students.

Equally, parents and teachers understand that lack of discipline seriously impacts on learner's access to educational opportunities because academic success comes almost with certainty, when focused attention on what students learn is uninterrupted. Thus, disruptions of any kind seriously impact learner's access to education opportunities (fields, 2000). According to this logic, the fewer the disruptions, the better chance for students to excel in what they learn in secondary schools. This reasoning implies the need for a code of conduct clearly established at each school (Bear, 2008). While discipline is generally recognized by parents and teachers as an essential ingredients for school environment's success, few studies have examined why learners discipline could become a predictor of academic success or an important factor in overall long-term success in adult life.

1.1.2 Theoretical perspective

This study was guided by the Skinner theory of reinforcement August, 1904-1990, an American Psychologist, a Behaviorist, Author, Inventor and a Social Philosopher. He revolutionized the field of psychology which lead to an understanding of human motivation and behaviors that change the societal view on everything from persons to child-rearing. His theory, the Skinner Operant Conditioning is a method of learning that occurs through rewards and punishments, that an individual makes association between a particular behavior and a consequence, (the basis of behavior) who believed that the behavior (response or actions of an organism) is a result of stimulus (environment) response (depends on one of the two) reinforcement/reward 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/reward) has a likely hood to proceed or reoccur, while any behavior followed by unpleasant consequences has a probability that will likely not reoccur. This theory has also been used by Paroll (2000) who postulated that, the theory was uphold due to its significance relation with the problem under his study on Socio-economic status of single parent families and students truancy in secondary schools in Nyamagana district, Tanzania .

Therefore School environment, both physical and psychological supposed to be conducive in a way that will enable the students to be adequately disciplined. The environment which is not conducive according to this theory is likely to lead students into negative consequence which is

indiscipline behaviors. This theory of reinforcement has also a significant relation in the area of my study and therefore has under pinned the study.

1.1.3 Conceptual perspective

The independent variable in this study was school environment. School environment is an institutional surrounding that sets the parameters of a student's learning experience conducted on teaching skills, climate and socio-economic conditions (Barry, 2005).

On the other hand, the dependent variable of this study was students' indiscipline. Koutseline (2002) defines students' indiscipline as any student behavior that deviates from school expectations. Also discipline is seen as an action by management to enforce organizational standard's (Okumbe, 1998). These expectations and indeed the actions by management to induce compliance may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning and this has become a major concern of educators and the public.

1.1.4 Contextual perspective

This study was conducted on school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania. Nyamagana district is one of the seven (7) district of the Mwanza region of Tanzania, bordered to the north by Ilemela district, to the east by Magu district, to the south by Misungwi district, and to the west by Mwanza bay of lake Victoria, part of the regions' capital, the town of Mwanza is within Nyamagana district . The district commission's office is schedules to be re-located to the Mkolani area of Mwanza town, but currently it is still in the old city hall in the center of the town.

By the census of 2012, the population of the Nyamagana district stood at 363, 452 cut across the twelve (12) wards of the district (National Bureau of Statistics, 2012). The people are predominantly peasant farmers with quite a number engaged in animal rearing and fishing.

1.2 Statement of the problem.

Schools play an important role in the socialization process of young people from which they learn to regulate their own conduct and respect towards others, manage their time positively and thus becoming responsible citizens (Tait, 2003). Indiscipline was a common phenomenon among

students in secondary schools in Nyamagana district; this problem had been caused by lack of strict rules and regulations by these schools and had resulted into negative consequences such as poor academic performance among students, and also poor relationship between students and teachers. It was reported by the then minister of education Tanzania, Haroun, (2011) that indiscipline among secondary schools students had been serious. The worse of it was that truancy, absenteeism, stealing, bullying among the secondary schools students, disobeying school rules and regulations, particularly in Nyamagana district had profound negative effects in schools, including poor performance in final examination results among students. These anomalies margins students to endure committing drug abuse after school periods, since truancy for instance leads to school failure or dropping out of school, likely to experience higher rates of unintended pregnancies, more criminal behavior, and greater instability in career paths, higher rates of unemployment, gangsters, and lower life time expectancy (Khamis, 2010).

Despite the efforts by the stake holders to instill discipline in schools, such as strengthening board of management to address decisively with this problem and also training of secondary schools administrators and teachers through workshops, indiscipline has persistently remained a big issue in the domain of education, particularly secondary schools in Tanzania. Information from the DEO's office Nyamagana district (2012) and the former ministers reports on the effect of indiscipline behavior of secondary schools students in (weekly, ministry's journal (2011), shows that school environment in Nyamagana district was below the desired standard in accessibility to services and school facilities.

This shows that limited studies have been conducted on discipline, based on the school environment that influence students' indiscipline in secondary schools in Nyamagana district, Tanzania. These issues highlighted above motivated the researcher to conduct the study and find out if there is a relationship between school environment and students' indiscipline.

1.3 Purpose of the study

The purpose of this study was to investigate the relationship between secondary schools environment and students' indiscipline in secondary schools in Nyamagana districts, Tanzania.

1.4 Objectives of the study

The research was designed to:

- i. Examine state of school environment in secondary schools in Nyamagana district, Tanzania;
- ii. Assess the level of students' indiscipline in secondary schools in Nyamagana district, Tanzania;
- iii. To establish the relationship between the school environment and the students' indiscipline in secondary school in Nyamagana district, Tanzania.

1.5 Research questions

The study sought to answer the following questions based on the objectives stated above

- i. What is the state of the school environment in Nyamagana district, Tanzania?
- ii. What is the level of the students' indiscipline in Secondary schools in Nyamagana district, Tanzania?
- iii. Is there a relationship between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania?

1.6 Hypothesis

The following null hypothesis was formulated for appropriate testing in the study. The hypothesis was intended to answer research question 3.

H0: There is no statistically significant relationship between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania.

1.7 Scope of the study

1.7.1 Geographical scope.

This study was conducted in secondary schools located in Nyamagana district, Tanzania. It is limited to the public secondary schools which are controlled by the Government. The participants of the study include; all teachers and students in the 5 selected secondary schools in Nyamagana district of Tanzania. The findings from this study may not be generalized beyond secondary schools in Nyamagana district, Tanzania.

1.7.3 Content scope

This study considered school environment as the independent variable measured using factors like teaching and learning facilities, social services, relationship among school members and students' discipline taken as the dependent variable under which the following sub-variables were considered: truancy, absenteeism, stealing, fighting, and relationship among school members.

1.8 Significance of the study

This study would be beneficial to the following stakeholders:

The study would be of significance to curriculum developers in that it will help align the curriculum to address issues of discipline amongst students. It will assist the Ministry of Education, Science and Technology who is responsible for provision of the legal framework under which secondary schools operate. This includes matters of discipline and formulation of school rules and regulations to put in place the measures appropriate for discipline in school. This study will therefore help the ministry to review the existing frame work so that it enhances discipline through effective rules and regulations. This study would help school administrators to come up with rules and regulations that are effective and efficient in discipline and enhancement amongst students and the members of staff.

The public and parents have an interest in education having invested heavily in it. The society expects good returns for this investment in term of good academic performance as well as discipline of children. The study would therefore help in addressing issues of students' indiscipline and parents as well as the wider society would be of benefit since the costs associated with student indiscipline would be minimized.

1.9 Operational Definitions of key terms.

School environment is the surrounding and condition in which teachers produce knowledge, skills and good discipline to students. This involves buildings, infrastructures, well managed and sufficient area of classrooms, ample areas of play grounds;

Indiscipline: Lack of control in the behavior of a group, with the result that their behavior is deviant to discipline; a situation in which people do not control their behavior or obey rules;

Students' indiscipline defines as any student behavior that deviates from school expectations (Koutseline 2002)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter had review related literature from different scholars with respect to school environment and students indiscipline in secondary schools. This chapter had been subdivided into: theoretical review, conceptual frame-work and the review of related literature. It has also discussed the gaps identified in the current study.

2.1 Theoretical review

This study was guided by the skinner's theory of reinforcement. Skinner's theory was propounded by B.F Skinner in 1938. He was regarded as the Father of Operant conditioning which in content not different from the skinner or the reinforcement theory. He got his inspiration from the work done by Thorndike's in 1905, referred to as the Law of effect and thereby coined and introduced the reinforcement (skinner theory). Both skinner and Thorndike experimented their assertion using animals placed in a "skinner Box" which was similar to "Thorndike's puzzle Box". In expanding the theory, skinner identified three types of responses or operant that is in line with behavior, they are neutral operant reinforces and punishers. That imply that behavior can be affected by reinforces as well as punishers.

Skinner (1953) reinforcement theory which was adopted to explain the environment and students' discipline with the belief that all those behaviors in the individual were a result of contact with reward and punishment in the environment. They also believe that learning can be instilled through the environment with simple application of reward or punishment.

Both skinner and Scriptures recognized the fact that, the environment has a role to play in human's behavior. Skinner believes that the environment determine human behavior, the scriptures holds that the environment only influences but not determining it. The argument is supported that men are masters of circumstances and not slaves.

Homes (1957) also objected this claim, by Skinner that "the student who is simply conditioned to respond in certain ways to certain stimuli is at a loss when he confronts fresh situations, as he

will in a changing society undergo a knowledge explosion”. Men must be understood as a complex of opportunities as well as a bundle of facts.

In line with the argument above, Rasi (2001) out-listed seven cardinal factors which are above internal and external those share the environmental influence.

- i. The physical setting of the school
- ii. Aesthetics elements,
- iii. Social atmosphere
- iv. curricular design,
- v. content of subject,
- vi. Religions environment,
- vii. Co-curricular activities

Reinforcement strengthens behavior and the behavior change can either be permanent or for a while and it with weakness new response. As noted by Baron (1998) reinforcement cannot be over emphasized as far as teaching and learning are in the (School/ classroom). It can be seen as a modifying agent, as people get influenced based on the consequences of action or lack of it. The outcome of an action produces a pleasurable consequence or effect and such can be repeated with little or no effort at all. He noted that reinforcement is an important concept in education especially in promoting learning in the classroom situation.

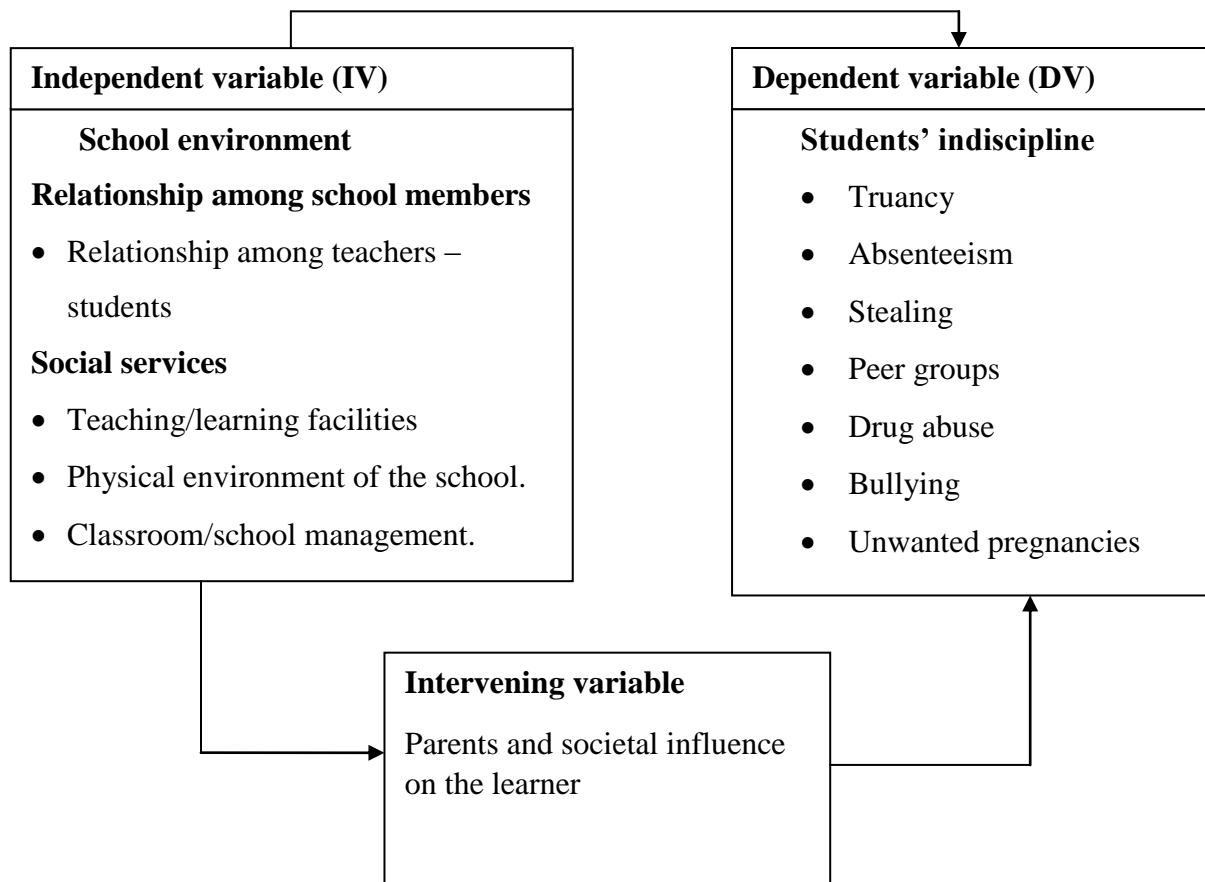
Nwankwo (2001) emphasized that several conditions of reinforcement can affect the rate of learning and final performance level attained. Based the central position of reinforcement on educational process, it is necessary to have more emphasis on its classroom or domestic application.

Reinforcement is not a stimulant but effect; it could be positive, negative, primary or secondary reinforcement. The position of reinforcement is too crucial to use when it is scheduled, it can control the rate of the subjects response. Either through stimulus or strategic reinforcement, learning behavior could be shaped. The desired learning outcome is achievable through the strategic stimulus. Through contact with competing ideas, existing idea were molded into a new idea likewise school environment and students’ indiscipline.

2.2 Conceptual frame work

Based on the skidders theory of reinforcement, the research tried to establish a relationship between the variables of the study. Figure 2.1 below shows the predicted relationship between school environment and students discipline in secondary schools.

Figure 1: The conceptual framework showing the relationship between school environment and students indiscipline in secondary schools



Source: *Author (2018)*

The above conceptual framework shows the relationship between the independent (school environment) variable and the dependent variable (students' indiscipline). Other than the independent variable, there is an intervening variable which also affects students' discipline as shown in the figure.

2.3 Review of related literature

2.3.1 School Environment

School environment is defined by different scholars differently. Anderson, 1982; Hoffman et al, 2009; Kupermine et al (1997);

2.4 Gaps of the literature

Careful review of the above literature brought to the fore pertinent issues and gaps which require further commentary by future researchers. Through most of the literature put in great efforts in analyzing variable under consideration in this study, however, after reviewing the literature, it was found that most of this research works and studies have been done on some aspects of education /schools. For instance, Assessment of Teachers and parent's role in promoting studies. Discipline in community secondary school in secondary schools in Kilosa District, Tanzania (Kadama, 2014); does school environment affect student achievement? "An investigation into the relationship between secondary school characteristics and academic performance" in Tanzania. (Hakielimu 2013); The effects of the use of punishment as school management tool on secondary school students' behavior in Nyamagana (Ngowo 2013); challenges facing teacher's attempt to enhance learners Discipline in Tanzania's secondary schools (Semali&Vumilia 2016). Thus most of the literature conducted their studies on the entire country, Tanzania, while this study was specifically focusing on Nyamagana district, Tanzania which has allowed for a deeper study on school environment and students' indiscipline in general and Nyamagana in particular. Limited studies have been conducted on school environment and students' indiscipline in Nyamagana district Tanzania, this study was aimed at closing these contextual and content gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample size, sampling techniques data sources, research instruments, validity and reliability of the instruments, data collection procedure, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

Research design is a frame work or plan used as a guide to collect data and analyze it to achieve study objectives or to answer research questions of the study (Kibuuka, 2015). This study made used of quantitative method. The quantitative research involved the distribution of questionnaire to teachers and students in the study area and observation checklist used to assess the level of school environment. Meaning that; the design was used to establish whether school environment is significantly correlated with students' indiscipline in the schools.

3.2 Research Population

The target population of this study was 858 respondents from 5 secondary schools. 727 are students and 131 are teachers and head teachers. Students and teachers were used to assess school environment and teachers ware used to assess students' indiscipline in the schools under study in Nyamagana, district, Tanzania

3.3 Sample Size.

The sample size for the study was arrived at using Slovene's formula for sample size determination which states that for any given population size is given by'

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

The sample population was 357 respondents based on Slovenes' formula for determining sample size. The calculated number of sample size for both teachers and students is therefore in appendix 5 on page 82

Table 3.1: This table shows the sample size of respondents of the study

Categories	The target population					Population	Sample size
	School 1	School 2	School 3	School 4	School 5		
Teachers	24	27	22	28	30	131	99
Students	133	155	143	160	136	727	258
Total	157	182	165	188	166	858	357

Source: field survey 2017

3.4 Sampling procedure

Convenient sampling technique has been adopted to select five (5) secondary schools out of sixteen (16) secondary schools in Nyamagana District, Tanzania. This is because it gave an opportunity to the researcher to collect data at spur of the moment without rigidity of procedure. This is to say the researcher has selected schools/ respondents more easily.

3.5 Research Instruments

The research instruments utilized in this study were the following self-designed questionnaires to determine the levels of school environment and students' indiscipline. Likert's scale of measurement was used.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

Validity of the research instruments was determined by pre-test. Mugenda and Mugenda, (2003) asserted that, the pre-testing ensures clarity and accuracy of the results so that data collected gives meaningful and reliable results representing variables in the study. 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) is found by considering the number of items declared relevant divided by total number of items presented.

The following illustrates the formula that was used.

$$CVI = \frac{\text{Questions Rated as Relevant}}{\text{Total Number of Questions in the Questionnaire}}$$

Table 3.2: Determination of Validity of Instrument

	Relevant items	Non-Relevant Items	Total
Rater 1	42	4	47
Rater 2	40	5	47
Rater 3	41	2	47
Total	123	11	141

$$CVI = \frac{123}{141} = 87.23\% \quad CVI = 87\%$$

Content validity index CVI was to establish whether the questionnaire measure what it was to measure. It shows that the CVI is 87% which is greater than 0.7 as the level of significance in determining validity of an instrument. Should the result be below the standard, then it lacks the efficacy to achieve it purpose. This implies that the instrument was valid for data collection

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated results (Cronbach, 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 coefficients.

Table 3.3: Reliability statistics

Cronbach's Alpha	N of Items
.744	47

Source: Generated using data collected for pilot study, 2017

The results in table 3.3 show the reliability of the instrument used to collect the data as per Cronbach's Alpha and it shows that the alpha is 0.744 which greater than 0.7. This implies that the instrument is reliable for data collection.

3.7 Data Gathering Procedures

3.7.1 before the administration of the questionnaires

1. An introduction was obtained from the College of Education, Open and E- learning (CEODL) to solicit approval to conduct the study from respective secondary schools for the study;
2. After the approval, the researcher secured a list of the respondents from the school authorities in charge and selected through systematic random sampling from the 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 in the data collection; briefed and oriented in order to be consistent in administering the questionnaires.

3.7.2 during the administration of the questionnaires

Specifically, the researcher and the assistants requested the respondents to do the following:

1. To answer completely all questions and not to leave any item of the questionnaires unanswered;
2. To avoid biases and to be objective in answering the questionnaires, some respondents were guided on what to do by research assistants and as such, some questionnaires were retrieved on spot, while others retrieved after some days or weeks. This study achieved a response rate of 92.99 from, the 332 respondents out of 357 questionnaires that were administered to the respondents of the study. With this response rate, there is full confident that the responses receive are reliable

3.7.3 after the administration of the questionnaire

On their return, the researcher coded and enters the questionnaire responses into the SPSS software, for further processing and analysis by using SPSS version 16.0. The researcher achieved the response rate of 92.99%.

3.8 Data Analysis

Frequency tables were used to determine the demographic characteristics of the respondents.

3.9 Ethical Considerations

Ethical issues were highly adhered to;

1. Seek permission to adopt the standardized questionnaire on students' indiscipline through a written communication to the author;
2. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing;
3. Present the findings in a generalized manner.

3.10 Limitations of the Study

The limitation of the study were, none response from the respondent and respondent did not cooperate with the research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The study focused on three objectives which included examining the school environment in secondary schools, assessing the level of the students' indiscipline in secondary schools and finally to establish the relationship between the school environment and the students' indiscipline in secondary schools in Nyamagana district, Tanzania. This chapter was organized based on the demographic characteristics of respondents, and the analysis as per the research objectives presented objective by objective. The data is presented, analyzed and interpreted as shown in the sub- chapter below;

4.1 Response rate

The sample population of this study was 357 who are the teachers and students. This study achieved a response rate of 92.99 from, the 332 respondents out of 357 questionnaires that were administered to the respondents of the study. With this response rate, there is full confident that the responses receive are reliable.

Table 4.1: response rate

Respondents Category	Sample Size	Actual Returned	Percentage
All respondents	357	332	92.99%

Source: Author, 2018

The above table presents the rate of responses to which the research instruments were administered. The finding shows that out of 357 respondents targeted, 332 respondents giving response rate of 92.99%. This indicates that the response rate was high so the data analyzed can't be doubt on any ground.

Table 4.2: Showing school data

Name of school	Location of school	Type of school (sex)	Type of school (B/D)	Number of student respondents (%)	Number of teacher respondents (%)
Nyegezi Sec School	Middle class neighborhood area	Mixed	Day	51 (21.0)	19 (20.2)
Mwanza Sec School	Busy streets area	Mixed	Board/Day	47 (19.7)	18 (19.1)
Nganza Girls Sec School	Isolated area	Girls only	Boarding	41 (17.2)	19 (20.2)
Pemba Day Sec School	Low class neighborhood area	Mixed	Day	54 (22.7)	20 (21.3)
Nyamagana Sec School	Crowded business area	Boys only	Day	46 (19.3)	18 (19.1)

Source: Author, 2018

A table showing the characteristics of the five schools involved in the study in terms of location, day or boarding, mixed or unisex as well as number of both teachers and students who participated in the study

4.3 Demographic characteristics of respondents

The respondents of this study comprises of students and teachers of secondary schools. Respondents were asked to provide their age, gender, level of education, teaching experience and area of specialization. Their responses were summarized using frequencies table and percentage distributions as indicated in table 4.2A and 4.2B below;

Table 4.3A: Demographic characteristics of Respondents (Students)

category	Frequency	Percentage (%)
Gender		
Male	140	58.8
Female	98	41.2
Total	238	100.0
Age		
10-15 years	58	24.4
16-20 years	165	69.3
21-25 years	9	3.8
Above 25years	6	2.5
Total	238	100.0
Education level of students		
Class 1	40	16.8
Class 2	38	16.0
Class 3	30	12.6
Class 4	49	20.6
Class 5	28	12.2
Class 6	52	21.8
Total	238	100.0

Source: Author, 2018

Table 4.3A shows that majority of the students (58.8%) were male students, whereas female students represents (41.2%). According to the study the numbers of male students were more than female students. This was because in Nymagana district, people were not putting much emphasis on educating girl children however; government was trying to sensitize society about the importance of educating girl children.

The same table showed that majority of the students (69.3%) were between the ages of 16-20 years and (24.4%) were between the age of 10 -15 years and (3.8%) were between the ages of 21-25 years, only (2.5%) were above 25 years.

Regarding the level of students class, majority of students (21.8%) were in form 6 and (20.6%) were in class your followed by (16.8%) which were in class one (16.0%) were in class two while (12.6%) in class three only (12.2%).

Table 4.3B: Demographic characteristics of respondents (teachers)

category	Frequency	Percentage (%)
Gender		
Male	51	54.3
Female	43	45.7
Total	94	100
Age		
26-30 years	20	21.3
31-35 years	19	20.2
36-40 years	25	26.6
41-45 years	22	23.4
Above 46 years	8	8.5
Total	94	100.0
Educational qualification		
Diploma	26	27.7
Bachelor's degree	48	51.0
Master's degree	20	21.3
Total	94	100
Teaching experience		
1-10 years	22	23.4
11-20 years	43	45.74
21-30 years	24	25.55
Above 30 years	5	5.3
Total	94	100
Area of specialization		
Arts	30	31.9
Sciences	23	24.5
Commercials	20	21.3
Languages	16	17.0
Technical	5	5.3
Total	94	100

Sources: Author, 2018

Table 4.3B showed that (54.3%) were male and (45.7%) of the respondents were female. This clearly showed that majority of the respondents were male teachers. In term of age, the majority of the teachers represented in this study were between 36-40 (26.6%) years of age, followed by respondents aged between 41-45 (23.4%). Then 26-30 years (21.3%), followed by 31-35 years (20.2%) and the last was 46 years above (8.5%). Regarding the level of education, it was revealed that majority of the respondents (51.0%) were Bachelor's degree and (27.7%) were Diploma holders, only (21.3%) were Master's Degree holders.

In terms of teaching experience, it has discovered that the majority of the respondents (45.74%) were between the ages of 11-20 years. Followed by (25.5%) of the teachers who has 12-30 years

of experience in teaching then 23.4% were between the ages of 1-10 years and above 30 years has 5.3%. Concerning the area of specialization, majority of the respondents (31.9%) were arts, followed by (24.5%) from sciences, (21.3%) respondents are from commercial (17.0%) respondents were from languages indicates that majority of the teachers were from arts.

Table 4.4. Showing the availability of School Facilities in Secondary Schools in Nyamagana district in Tanzania

Name of School	School facilities	Available	Un available	Adequate	Inadequate
Nyages secondary school	Teaching & learning facilities				
	Library books & periodical	√			√
	Computers	√			√
	Video tapes and films		√		√
	Laboratory equipment	√			
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√	√	√	
	Water	√		√	
	Power (electricity)	√			
	Security	√			
	Sports fields	√	√		
	School halls	√			
Mwanza secondary School	Teaching & learning facilities				
	Library books & periodical	√			√
	Computers	√			√
	Video tapes and films	√	√		
	Laboratory equipment	√		√	
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√			
	Water	√		√	
	Power (electricity)	√		√	√
	Security	√		√	
	Sports fields	√			
	School halls	√			
Nyanza secondary	Teaching & learning facilities				

school	Library books and periodical			√	
	Computers	√			√
	View , tapes and films	√		√	
	Library equipment	√		√	
	Class rooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√		√	
	Water	√		√	
	Power (electricity)	√		√	
	Security	√		√	
	Sports fields	√		√	
	School halls	√		√	
Pamba day secondary School	Teaching & learners facilities				
	Library books and periodical	√			
	Computers	√			
	Video, tapes and films	√	√		
	Laboratory equipment	√			√
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√	√		
	Water	√		√	
	Electricity (power)	√		√	
	Security	√		√	
	Sport fields	√			√
School hall	√				
Nyamagana secondary school	Teaching & learning				
	Library books & periodical	√			√
	Computers	√			√
	Video, tapes and films	√			√
	Library equipment	√			√
	Classrooms	√		√	
	Social services	√			
	Toilets	√		√	
	Clinic service				
	Water	√	√		
	Power (electricity)	√		√	
	Security	√		√	
Sports fields	√		√	√	
School halls	√				

Source: Author 2018

Result in table 4.4 indicated that school environment has both materials and facilities that are both a variable and unavailable. Under school services, a number of items like clinical services are mostly not functional. Water (potable) is available alongside power, security, sport fields and school hall, inadequate in supply especially electricity. Implying that once it is night (dark), teaching and learning might not be possible, therefore the students learning period is restricted to day.

It could also imply that other extra curriculum activities take over the attention of the students provided light goes off. This means that power plays a significant role in school environment. Under teaching and learning facilities such as library books and periodicals been available but inadequate, it shows that the number of the books in stock cannot go round the students at a time; therefore the remaining students are at a time without books for learning.

Other facilities like Video, tape and films are not available. It implies that visual facilities are regulated by the school which would have improved on students' performance. In some schools, sports fields are unavailable, that also restrict the students from participating in sport activities. In such cases therefore, students do not exercise through sport and others means of exercises. Avenue their health conditions might not be very balance seeing exercise/ sport improves blood circulation; reduce excess fat, to mention but a few. In other words, sport facilities should not be overlooked

Still with respect to teaching and learning, computers are not made available for the students to practice with even in schools where they have computers as a subject. Worst still is the case where the computers are available, they are not functional where they are, they are restricted to just a few offices, under lock and key, that does not impact positively on the students' performance.

Among the facilities which should be made available in an ideal school environment are left to the students to know how to source for them even in instances where the possibility is very slim. For example, in some schools, laboratory equipment are inadequate and mostly in a bad conditions.

Over class room conditions, students are usually over populated instead of the 45 pupils or students per class, 70-100 are sometimes put together in one class. Toilet facilities are not usually in good shape. Students could end up contracting toilet infection. This is not to say that nothing good is happening in school in the entire school environment, but just that it falls below expectation.

The school environment in Nyamagana, district, Tanzania is poor as observed by the researcher.

4.5 Examining the school environment in secondary schools in Nyamagana district, Tanzania

Table 4.5 Examine the school environment in secondary schools in Nyamagana District.

N = (332)

Items on school environment	N	Mean	S.D	Interpretation
Teaching and learning facilities				
The school or departmental library have an adequate section of books and periodicals	332	1.4006	0.72445	Very bad
The supply of school facilities and resources such as computers are adequate	332	1.3193	0.57689	Very bad
Video equipment, tapes, and films are readily available and accessible	332	1.3193	0.51608	Very bad
The school has adequate laboratory equipment	332	2.2018	0.97627	Bad
The school has adequate, attractive and conducive classrooms for students	332	2.3042	0.92019	Bad
Average mean	332	1.70904	0.742776	Very bad
Social services				
The school provides better health facilities like toilets and clinic services	332	2.3193	0.95227	Bad
Water is available	332	3.0151	0.94713	Good
Power (electricity) is available all the time	332	2.4217	0.66633	Bad
The security of your school is very effective	332	2.3072	0.97501	Bad
The school provides adequate time for games and other recreational activities	332	2.9819	0.69936	Good
The school has adequate area for sporting activities	332	2.8404	0.68329	Good
The school hall serves for its purpose	332	3.0452	0.59789	Good
Average mean	332	2.7044	0.788754	Good
Relationship among school members				
Teacher-students' relationship is cordial	332	2.8313	0.85603	Good
Most teachers are pleasant and friendly to students	332	2.6205	0.82664	Good
Students receive encouragement from colleagues and other community members	332	2.8223	0.79749	Good
Students feel accepted by teachers and other students	332	2.8283	0.90519	Good
Average mean	332	2.7756	0.846338	Good
Overall mean	332	2.388436	0.786224	Bad

Source: Author, 2018

From the table 4.5, the researcher sought to examine the schools' environment in secondary schools in Nyamagana district on 332 students found in different 5 schools and the results revealed that; Schools or departmental libraries found in the district of Nyamagana do not have adequate section of books and periodicals as indicated by the mean value of 1.1006 and the Standard deviation of 0.72445. This means that the departmental libraries are very poor or nonexistent in the district of Nyamagana as the mean value is between 1.00-1.75 as provided in the mean interpretation scale. The results also show that the supply of school facilities and resources such as computer is not adequate as indicated by the mean value of 1,193 and the SD of 0.57689, this means that there is poor supply of school facilities in the district of Nyamagana. From the same table (Table 4.4) it can also be clearly seen that video equipment, tapes and films are not readily available and accessible as the majority of students seemed to strongly disagree with the statement and as shown by the mean value of 1.3193 and the standard deviation of 0.57689. The results in table 4.4 also show that schools do not have adequate laboratory equipment as indicated by the mean value of 2.2018 and the standard deviation of 0.97627 and this can be interpreted as poor.

The results in table 4.5 show that schools in Nyamagana districts do not have adequate, attractive and conducive classrooms for students as the majority of respondents seemed to strongly disagree with the statement and this is indicated by the mean value of 2.3042 and the standard deviation of 0.92919. From the same table the majority of respondents strongly disagreed with the statement that schools in Nyamagana district provide better health facilities like toilets and clinic services as indicated by the mean value of 2.31923 and the standard deviation of 0.95227. This means that health facilities in Nyamagana district are poor. From the same table, the results show that water is available in schools of Nyamagana district as indicated by the mean value of 3.0151 and the low standard deviation of 0.66633.

The results in table 4.5 reveal that schools provide adequate time for games and other recreational activities as indicated by the mean value of 2.9819 and the standard deviation of 0.69936. This means that the majority of respondents agreed with the statement that schools provide adequate time for games and recreational activities and this is ranked as good. It can also be seen that schools have adequate areas for sporting activities as indicated by the mean value of 2.8404 and the standard deviation of 0.68329 and this is ranked as good. The results also show

that the school halls are able to serve the school as indicated by the mean value of 3.0452 and the standard deviation of 0.59789 and the results in the same table show that the relationship between teachers and students is cordial as indicated by the mean value of 2.82313 and this means is ranked as good. Lastly, the results in table 4.4 show that students receive encouragement from colleagues and other community members and these feel accepted by teachers and other students and these two opinions have the mean value of 2.8223 and 0.8283 and the standard deviations of 0.79749 and 0.90519 respectively and this can be interpreted as good rank.

The results under the same table averagely show that the teaching and learning facilities are very bad as indicated by the average mean value of 1.70904 and the standard deviation of 0.742776 as it is between the mean scales of 1.00-1.75. However, the mean value of social services is indicated as 2.7044 and the standard deviation of 0.788754 and it means that the social services in schools are good. With regard to relationship among members, the mean value indicated a good relationship among members as indicated by the mean value of 2.7756 and the standard deviation of 0.86338. The results in table 4.4 averagely show that school environment in Nyamagana district is poor as indicated by the mean value of 2.388436 and the standard deviation of 0.786224 and this is considered as bad school environment as indicated by the results.

4.6 Assessment of the level of students' indiscipline in secondary schools in Nyamagana district, Tanzania

One of the objectives of the study was to assess the level of students' indiscipline in secondary schools in Nyamagana district, Tanzania and the following were the sub variables considered: Truancy, absenteeism, stealing, fighting and lastly the relationship among members. To assess these, the mean were ranked as the objective was to assess the level and the following are the analysis.

Table 4.6 Assessment of truancy in secondary schools in Nyamagana district N = (332)

Items	N	Mean	SD	Interpretation
Students don't always hangout with their friends at the shopping mall	332	2.6627	0.88665	High
Truancy is the most discipline problem in the school	332	2.6024	0.95126	High
Most of the truancy problems happen to students from morning session	332	2.3163	0.77302	Low
Most of the truancy problems happen to students from afternoon session	332	2.741	0.83308	High
Truancy happen mostly to male students	332	3.241	0.80167	High
Truancy happen mostly to female students	332	2.8464	0.7021	High
The school has strategies in controlling the truancy problems among students	332	2.6958	0.58757	High
There are strict school rules and regulations discouraging the students in truancy	332	2.3163	0.97055	Low
Average mean	332	2.67773	0.81323	High

Source: Author, 2018

The results in table 4.6 indicate that students in schools do not always hangout with their friends at the shopping mall as indicated by the mean value of 2.6627 and the standard deviation of 0.88665 this can be ranked as high because it falls within the mean range of 2.51-3.25. The results also show that truancy is the most indiscipline problem in schools and the results also show that most truancy problems happen to students from afternoon session as indicated by the mean value of 2.74210 compared to the mean value of 2.3163 of students from morning session. The results also show that the majority of respondents strongly agreed that most truancy problems happen to male students as indicated by the mean value of 3.240 and the standard deviation of 0.80167. This means that the level of truancy among male students is high. The results in this same table show that schools in Nyamagana district have adopted strategies of controlling truancy problems among students as indicated by the mean value of 2.6958 and the standard deviation of 0.58757 and this is ranked as high. Lastly, the results in table 4.5 show that rules and regulations discouraging the students in truancy are non-existent as indicated by the mean value of 2.3163 which can be ranked as low. From the same table, the results show that the level of truancy is high as indicated by the average mean value of 2.67773 and the standard deviation of 0.81323.

Table 4.7 Assessment of students' absenteeism

Items on absenteeism	N	Mean	S.D	Interpretation
Students' attendance in class is poor	332	2.741	0.92257	High
The attendance of students from morning session is low	332	2.3102	0.57921	Low
The attendance of students from afternoon session is low	332	2.4699	0.70539	Low
The students' attendance to school activities is low	332	2.8012	0.7829	High
School pays serious attention to absenteeism	332	2.4488	0.6173	Low
School pays serious attention to absenteeism in school activities	332	2.738	0.72546	High
The school has strategies in controlling absenteeism problems among students	332	2.8042	1.05766	High
The absence of students is reported to their parents or guardians	332	3.0361	0.85074	High
Average mean		2.668675	0.780154	High

Source: Author, 2018

The results in table 4.7 show that the level of students' attendance in schools in Nyamagana district is high as indicated by the mean value of 2.7410 and the standard deviation of 0.92257 and the majority of respondents seemed to strongly disagree with the statement. The results also show that the attendance of students of afternoon session is low compared to the attendance of students from morning session as indicated by the mean value of 2.4699 and 2.3102 and the standard deviations of 0.705339 and 0.57921. This means that absenteeism among afternoon students is high compared to students of afternoon session. It is also shown in the same table that schools in Nyamagana district pay serious attention to absenteeism in school activities and those strategies of controlling absenteeism have been adopted. From the same table, the results show that absence of students is reported to their parents or guardians as indicated by the mean value of 3.0361 and this is ranked as high. By considering the average mean value of 2.668675, it can be said that the level of absenteeism in schools is high.

Table 4.8 Assessment of stealing, fighting and relationship among school members

Items	N	Mean	S.D	Interpretation
Stealing				
Students like stealing school properties	332	3.244	0.80264	High
Students like stealing other students' properties	332	2.9608	0.70065	High
Students like stealing valuables and teachers' money	332	3.1506	0.63738	High
The schools is controlling the problem of stealing by certain procedures	332	2.7892	1.00338	High
Many of the cases of stealing are recorded in the school's book of discipline	332	2.741	0.69899	High
The stealing cases are decreasing	332	2.4157	0.718	High
Most of the cases of stealing are ignored by the school	332	2.4217	0.66633	High
The school took discipline to those involved in stealing	332	2.3072	0.97501	Low
Average mean	332	2.753775	0.7753	High
Fighting				
Students always fight among themselves	332	2.9819	0.69936	High
The school can control the fighting problems among students	332	2.8404	0.68329	High
Many cases of fighting are recorded in the school's discipline book	332	3.0452	0.59789	High
Average mean	332	2.955833	0.66018	High
Relationship among school members				
Teacher-teachers' relationship is cordial	332	2.8313	0.85603	High
Decisions on the management of the school are usually made by head of school, Teacher and students	332	2.6205	0.82664	High
Teachers receive encouragement from colleagues and other community members	332	2.8223	0.79749	High
Teachers feel accepted by their colleagues and other students	332	2.8283	0.90519	High
Average mean	332	2.7756	0.84634	High
Average mean		2.734561		High

Source: Author, 2018

The results in table 4.8 show that the level of stealing in schools found in Nyamagana district is high. Be it stealing schools' properties, students' properties, teachers' money as indicated in the mean values as they fall within the mean range of 2.51-3.25. The results also show that schools have adopted procedures to controlling stealing. It is also clear that theft cases are recorded in the school's book of discipline as stated by the majority of respondents indicated by the mean value of 2.7410 and the standard deviation of 0.69899. The majority of respondents also stated that theft cases by students are not decreasing in schools. The results in table 4.7 also show that students always fight and that the schools have done much more efforts to control the fight among students in Nyamagana district and that the relationship among teachers is cordial. The results also show that teachers receive encouragement from colleagues and other community members and they are also accepted by their colleagues and other students as this is indicated by the mean values under the same table. The results in table 4.5, 4.6, and 4.7 have averagely been computed in order to determine the mean values and the result revealed a high mean value of 2.734561 indicating that discipline in schools is low.

4.7 Relationship between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania

The third objective in this study was to establish the relationship between school environment and students' indiscipline in secondary school in Nyamagana, Tanzania. To achieve this objective the researcher correlated the mean on school environment and students' indiscipline using Pearson Linear Correlation Coefficient (PLCC), as indicated in table 4.7 it was used to test the null hypothesis at 0.05 level of significance.

Table 4.9 Showing correlation between school environment and students' indiscipline

	School environment	Students' discipline
School environment		
Pearson Correlation	1	.513**
Sig. (2-tailed)		.000
N	332	332
Students' discipline		
Pearson Correlation	.513**	1
Sig. (2-tailed)	.000	
N	332	332

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author, 2018

The results in table 4.9 indicate that there is a significant and positive relationship ($r = 0.513$, $N = 332$, $p=0.0001 < 0.01 < 0.05$) between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania. The relationship is significant because the sig. value is 0.0001 which is less than 0.05. It can however be confidently said that school environment could have significant effects on students' discipline as the two variables move in the same direction and thus inducing the researcher to reject the null hypothesis which was stated as there is no significant relationship between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania and consider the alternative hypothesis which states that, there is a significant and positive relationship between school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania because the probability value 0.0001 is less than 0.05.

CHAPTER FIVE

FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This study was about school environment and students' indiscipline in Nyamagana district, Tanzania. The study sought to accomplish three objectives, the first objective was to examine the school environment in secondary schools in Nyamagana district, Tanzania. The second objective was about assessing the level of the students' discipline in secondary schools in Nyamagana district, Tanzania and the third and last objective was to establish the relationships between the school environment and the students' indiscipline in secondary school in Nyamagana district, Tanzania. This chapter presents the general findings basing on its summary, discussion, conclusion and recommendations.

5.1 Findings of the study

5.1.1 Findings on school environment

Concerning the findings on school environment, the descriptive statistics have shown that school environment in Nyamagana district is poor. It has also been found that schools or departmental libraries found in the district of Nyamagana do not have adequate section of books and periodicals and this would impede the reading culture of students. With regard to supply of school facilities and resources such as computer the supply was not adequate as the study found a lower level. The study also found that video equipment, tapes and films are not readily made available and accessible to students. It has also been found that schools in Nyamagana district do not have adequate and conducive classrooms where lessons can be taught from so as to facilitate easy learning. The findings also revealed that schools in Nyamagana district do not provide better health facilities which are very important in school environment. The findings have also revealed that schools provide adequate time for games and other recreational activities and they have recreational activities and it has been found that the relationship between teachers and students is cordial.

5.1.2 Findings on students' indiscipline

The results of the descriptive statistics on students' indiscipline considered truancy, absenteeism, stealing and fighting and the following were the major findings of the study on the variables: The study found that truancy is the most indiscipline problem in schools and that most truancy

problems happen to students who undergo the afternoon session and that most truancy problems happen to male students than they do to female students in schools in Nyamagana district. The study has also found that schools have adopted strategies of controlling truancy problems and regulations and rules discouraging truancy have not yet been adopted.

The study has also found that the attendance by students in schools is high but however the attendance of students of afternoon session was very low compared to the attendance of students of morning session while the absenteeism of afternoon students was higher compared to those of morning session.

The study has also found that the level of stealing in schools found in Nyamagana district is high, be it stealing schools' properties, students' properties, teachers' money. However, schools have adopted procedures to control theft and these cases are recorded in the schools' book of indiscipline. The study has also found that teachers receive encouragement from colleagues and other community members and they are also accepted by their colleagues and other students.

5.1.3 Findings on the relationship between school environment and students' indiscipline

The study examined the relationship between school environment and students' indiscipline and to perform the Pearson's Linear Correlation Coefficient in order to examine the relationship between the two variables and test the hypothesis and the findings were that there is a significant and positive relationship between school environment and students' indiscipline and the conclusion was that school environment could have significant effects on students' discipline and the null hypothesis was rejected and alternative hypothesis was considered.

5.2 Discussion

This research concerned school environment and students' indiscipline in Nyamagana district in Tanzania. School environment was measured using teaching and learning facilities, social services while students' indiscipline was measured by considering truancy, absenteeism, stealing and fighting and from these, the two main variables were related.

The result of the study showed that the relationship between teachers and students is cordial as they are all found in the learning environment where the teacher assumes the role of training and the student assumes the role of learning. These findings are in line with the idea of Wango (2010) who stated that adolescent who are in schools should maintain good relationship,

discipline with their teachers and this will facilitate the teacher in rendering his service as a trainer.

The study also found that schools have adopted proper strategies that could help reducing truancy problems and that there are rules and regulations discouraging students in truancy. However, this is somewhat in line with the idea of Simatwa (2012).

5.3 Conclusion

The purpose of this study was to investigate the relationship between secondary schools environment and students' indiscipline in Nyamagana district, Tanzania. The research concluded that on school environment based on both observation checklist, students and teacher's responses was poor, this information revealed that the school environment was not favorable to both teachers and students. The school environment is the place where kids should be tamed in order to have good discipline and thus be good citizens. From the findings of the descriptive statistics, it can be concluded that the environment within which students study is poor while the level of students' indiscipline is high.

Concerning the third objective of the study which was examining the relationship between school environment and students' indiscipline, it can be concluded school environment positively affects students' indiscipline as the correlational analysis expressed a significant and positive relationship between school environment and students' indiscipline in Nyamagana district, Tanzania.

The study mainly guided by skinner theory which stresses on behavior can be affected by reinforcer as well as punishers. The study was conducted on five secondary schools within Nyamagana district. This study population included teachers and students. The sample size was 331, 238 students and 94 teachers. This study applied quantitative design and analysis of data. Data collection instruments were questionnaires.

5.4 Recommendation.

Basing on the findings of this study, the following are the recommendations which can be made:

The government of the United Republic of Tanzania should collaborate with the citizens in building hostels or dormitories and classrooms for all students to stay in schools for all terms so

that they do not interact with other people who are not students at home. On the second objective, assess the level of students' indiscipline, the researcher recommends that there should be special offices for guidance and counseling in secondary schools. Also there should be well and adequately trained counselors or teachers to help misbehaving students in changing their behaviors. Many schools do not conduct guidance and counseling effectively due to lack of expertise and skills to conduct it.

School rules and regulations should also be given to students parents for them to initialize the rules and regulations and not be left to students. If parents read them well, they will help students to adhere to them seriously. The rules guide the students on the do's and don'ts of the schools. This therefore will reduce indiscipline cases among students in secondary schools in Nyamagana district, Tanzania.

The government should also put more efforts in investing school in Nyamagana district by providing adequate book sections and periodicals so as to facilitate or allow a conducive and good learning environment as a learning environment doesn't only provide recreational facilities (physical health) but food for thoughts which can be books, journals and/or articles, newspapers, and computers (desktop computers) made available for students and teachers to facilitate learning. The laboratories should also be equipped for practical reasons. Health facilities such as renovation of classrooms and construction of good toilets should be provided so as to avoid different diseases which may be caused by poor sanitation.

The schools should make sure that they adopt aggressive rules so as to avoid truancy among afternoon students. These rules may include definitive exclusion from school, deduction on marks for those students with truancy problems and systematic monitoring of class attendance by the disciplinary and this will raise class attendance, performance and students' discipline in general.

5.5 Contribution to knowledge

This study investigated the relationship between school environment and students' indiscipline in Nyamagana District, Tanzania. However, the study contributed to the body of existing

knowledge as there are no such studies carried out in this district. This study is providing the insight on how students' indiscipline is related to school environment.

It has also considered variables like teaching and learning facilities, social services and relationship among school members. By considering these, the study has shown how they affect students' indiscipline. All these were not researched about before as this study is catering for this.

This study is also pointing out the negative elements in school environment and it provided how those negative elements in schools environment can be applied by the government, school directors, and teachers so as to improve students' discipline in Nyamagana district. Other than this, this study also has shown in description the school environment in Nyamagana district as there are no such studies conducted in Nyamagana district before.

5.6 Suggestion for Further Research

This study was based on school environment and students' indiscipline in Nyamagana district, Tanzania. However, the following are the areas that need to be researched by people who will carry out a study in the same field:

A similar study should be done in school environment and absenteeism in secondary schools in Nyamagana district, Tanzania.

Teaching in Nyamagana district in the secondary schools in Nyamagana district, Tanzania

Relationship between the level of absenteeism and gender among secondary schools in Nyamagana district, Tanzania

Those wishing to conduct the same study by considering the same variables should go further by considering the same variables and test the effects of school environment on students' indiscipline as this study sought to examine the relationship.

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APPENDICES
APPENDIX I: TRANSMITTED LETTER



**KAMPALA
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UNIVERSITY**

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College Of Education, Open and Distance E-Learning

Office of the Principal

26th May, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANISATION

With reference to the above subject, this is to certify that **Ms LYDIA EPHRAIM MWAKIBINGA** Reg. No.1163-07096-06482 is a bonafide student of Kampala International University pursuing Master Degree in Educational Management and Administration.

She is currently conducting a field research entitled, "School environment and students' discipline secondary schools in Nyamagana district, Tanzania".

This area has been identified as a valuable source of information pertaining to her research project. The purpose of this letter therefore is to request you to avail her with the pertinent information as regards to her study.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

TINDI SEJE (PBT)
Ag. PRINCIPAL (CEODL)
tindiseje@yahoo.com
+256 752 553 123

"Exploring Heights"

**APPENDIX II:
LETTER TO THE RESPONDENTS**

Dear sir/madam

I am a candidate for masters of education management and administration of Kampala international university. My research study is entitled “secondary environment and students’ indiscipline in secondary schools in Nyamagana district, Tanzania within this context, may I request to you to participate in the study by kindly answering the questionnaires. Do not leave any option unanswered and any data you will provide shall be for academic purposes only. No information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Lydia Ephraim Mwakibinga

**APPENDIX III:
INFORMED CONSENT**

I am giving my consent to be part of the research study of Lydia Ephraim Mwakibinga that will focus on school environment and students' indiscipline in secondary schools in Nyamagana district, Tanzania.

I shall be assured of privacy anonymity and confidentiality and that I will be given the option to refuse participation and right 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 IV A: RESEARCH QUESTIONNAIRE

(For students only)

Section A: Demographic characteristics.

Name of school.....

Location of school.....

(Tick the appropriate answer).

Types of school (sex): (1) Boys only (2) Girls only (3) Mixed

Types of school (Boarding or Day): Boarding day (3) Boarding and Day

Gender: (1) male (2) female

Age: (1) 10-15 years (2) 16-20 years (3) 12-25 years above 25 years.

Class: (1) class 1 (2) class 2 (3) class 3 (4) class 4 (5) class
(6) Class 6

Section B: questions

Instruction: please tick the option of your choice by using scales I indicate four opinions.

4= strongly agree 3= agree 2= disagree, 1= strongly disagree.

S/N	Indicators	1	2	3	4
A	Teaching and learning facilities				
1	The school or department library have an adequate section of books and periodicals				
2	The supply of school facilities and resources such as computers are adequate				
3	Video equipment, tapes, and films are readily available and accessible				
4	The school has adequate laboratory equipment				
5	The school has adequate, attractive and conducive classrooms for students				
B	Social services	1	2	3	4
6	The school provides better health facilities like toilets and clinic services				
7	Water is available				
8	Power (electricity) is available all the time				
9	The security of your school is very effective				

10	The school provides adequate time for games and other recreational activities				
11	The school has adequate area for sporting activities				
12	The school hall serves for its purpose				
	Objective 2: Relationship among school members	1	2	3	4
13	Teacher-students' relationship is cordial				
14	Most teachers are pleasant and friendly to students				
15	Students receive encouragement from colleagues and other community members				
16	Students feel accepted by teachers and other students				

APPENDIX IV B: RESEARCH QUESTIONNAIRE

(For teachers only)

Section A: Demographic characteristics.

Name of school.....

Location of school.....

(Tick the appropriate answer).

Types of school (sex): (1) Boys only (2) Girls only (3) Mixed

Types of school (Boarding or Day): (1) Boarding (2) Boarding and Day

Gender: (1) male (2) female

Age: (1) 20-25 years (2) 36-30 years (3) 31-35 years (4) 36-40 years
(5) 41-45 years (6) above 46 years

Qualification: (1) Diploma (2) Bachelor Degree (3) Master Degree
(4) PhD (5) others

Years of experience: (1) 1-10 years (2) 11-20 years (3) 21-30 years
(4) Above 30 years.

Area or specialization:

(1) Arts (2) Sciences (3) Commercials (4) Languages (5) Technical

Section B: questions

Instruction: please tick the option of your choice by using scales I indicate four opinions.

4= strongly agree 3= agree 2= disagree, 1= strongly disagree.

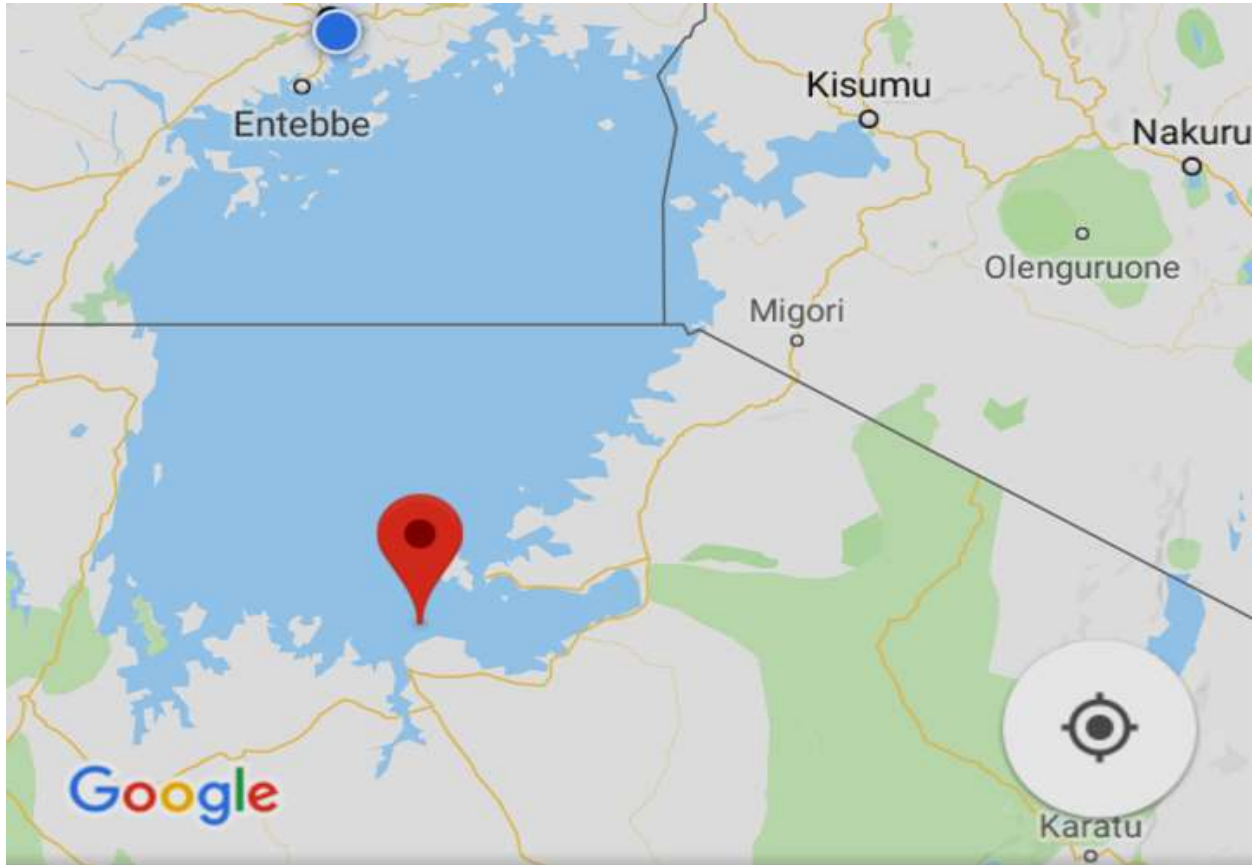
S/N	Indicators				
A	Truancy	1	2	3	4
	Students always hangout with their friends at the shopping mall				
	Truancy is the most discipline problems in the school				
	Most of the truancy problems happen to students from morning session				
	Most of the truancy problems happen to students from afternoon session				
	Truancy happen mostly to male students				
	Truancy happen mostly to female students				
	The school has strategies in controlling the truancy problems among students				
	There are strict school rules and regulations discouraging the students in truancy				
B	Absenteeism	1	2	3	4
	Students' attendance in class is poor				
	The attendance of students from morning session is low				
	The attendance of students from afternoon session is low				
	The students' attendance to school activities is low				
	School pays serious attention to absenteeism				
	School pays serious attention to absenteeism in school activities				
	The school has strategies in controlling absenteeism problems among students				
	The absence of students is reported to their parents or guardians				
C	Stealing	1	2	3	4
	Students like stealing school properties				
	Students like stealing other students' properties				
	Students like stealing valuables and teachers' money				
	The schools is controlling the problem of stealing by certain procedures				
	Many of the cases of stealing are recorded in the school's book of discipline				
	The stealing cases are decreasing				
	Most of the cases of stealing are ignored by the school				
	The school took discipline to those involved in stealing				
D	Fighting	1	2	3	4
	Students always fight among themselves				
	The school can control the fighting problems among students				
	Many cases of fighting are recorded in the school's discipline book				
Objective 2: Relationship among school members		1	2	3	4
	Teacher-teachers' relationship is cordial				
	Decisions on the management of the school are usually made by head of school, Teacher and students				
	Teachers receive encouragement from colleagues and other community members				
	Teachers feel accepted by their colleagues and other students				

**APPENDIX VII: SHOWING THE AVAILABILITY OF SCHOOL FACILITIES IN
SECONDARY SCHOOLS IN NYAMAGANA DISTRICT IN TANZANIA**

Name of School	School facilities	Available	Un available	Adequate	Inadequate
Nyages secondary school	Teaching & learning facilities				
	Library books & periodical	√			√
	Computers	√			√
	Video tapes and films		√		√
	Laboratory equipment	√			
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√	√	√	
	Water	√		√	
	Power (electricity)	√			
	Security	√			
	Sports fields	√	√		
	School halls	√			
Mwanza secondary School	Teaching & learning facilities				
	Library books & periodical	√			√
	Computers	√			√
	Video tapes and films	√	√		
	Laboratory equipment	√		√	
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√			
	Water	√		√	
	Power (electricity)	√		√	√
	Security	√		√	
	Sports fields	√			
	School halls	√			
Nyanza secondary school	Teaching & learning facilities				
	Library books and periodical			√	
	Computers	√			√
	View , tapes and films	√		√	
	Library equipment	√		√	

	Class rooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√		√	
	Water	√		√	
	Power (electricity)	√		√	
	Security	√		√	
	Sports fields	√		√	
	School halls	√		√	
Pamba day secondary School	Teaching & learners facilities				
	Library books and periodical	√			
	Computers	√			
	Video, tapes and films	√	√		
	Laboratory equipment	√			√
	Classrooms	√		√	
	Social services				
	Toilets	√		√	
	Clinic service	√	√		
	Water	√		√	
	Electricity (power)	√		√	
	Security	√		√	
	Sport fields	√			√
	School hall	√			
Nyamagana secondary school	Teaching & learning				
	Library books & periodical	√			√
	Computers	√			√
	Video, tapes and films	√			√
	Library equipment	√			√
	Classrooms	√		√	
	Social services	√			
	Toilets	√		√	
	Clinic service				
	Water	√	√		
	Power (electricity)	√		√	
	Security	√		√	
	Sports fields	√		√	√
School halls	√				

DISTRICT MAP



Nyamagana

Tanzania • 🚗 13 hr 55 min

 MORE INFO

 DIRECTIONS