



Challenges Encountered by School Administration in Promoting Students' Discipline in Public Secondary Schools in Itilima District Council

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Abstract. *The study explored the challenges encountered by school administration in promoting students' discipline in public secondary schools in Itilima District Council. The study employed Theory X by Douglas McGregor (1960). The study employed a mixed method research approach with a convergent parallel design. The population was 483 teachers and 33 heads of schools. The sample size was 75 teachers. Purposive sampling and total population sampling were used to obtain respondents for the study. Data was collected through interviews and questionnaire guides, and were analyzed thematically and statistically. Research ethics were considered before, during, and after data collection. The study showed challenges faced by school administration in promoting students' discipline, it includes students ignoring teachers' instructions, lack of stakeholder involvement, and limited resources. The study concluded that school counselors are very much needed to always offer guidance and counselling in order to develop students' positive behavior. The study recommended that school administration should use different strategies in shaping students' behavior and avoid using the same strategy repeatedly, as this might lead to an increase in negative behavior.*

Keywords: Administration, Discipline, Education, School, Students, Teachers.

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1. Introduction

Discipline is a behavioral concept that focuses on obedience to societal norms and morals, while lack of discipline can lead to disobedience. Discipline is a medium for shaping behavior and ensuring children conform to societal standards.

In cities like Chicago, New York, Washington, and Detroit, violence among students in schools with high truancy rates is a prevalent issue, characterized by vandalism, theft on school grounds, disrespect towards staff, and extortion.

Effective student discipline is linked not only to successful educational approaches but also to reduce grievances and the enhancement of academic achievement (Taylor Bunce et al., 2022).

A study conducted in the Republic of Mauritius by Belle (2017) found that factors such as the school environment, family influence, peer pressure, community dynamics, and new media had a detrimental effect on student behavior. The research suggested that these systems should have worked towards imparting social-emotional skills to students. It was noted that doing so could have improved

their social competence. Consequently, this would have assisted stakeholders in reducing disruptive behavior among students.

The research conducted by Ngwokabueni (2015) in Cameroon identified common forms of indiscipline, such as disobedience towards teachers and school prefects, along with student collective misconduct and inappropriate behaviors. The indiscipline behaviors exhibited by students were categorized into three groups: causes related to students, causes stemming from society, and causes linked to schools. Suggested solutions to address indiscipline in secondary schools include implementing moral leadership, providing moral education, and enforcing a behavior-accountability policy along with educational orientation.

Researchers in Kenya found that inadequate management abilities among leaders of educational institutions contributed to instances of indiscipline (Kubai et al., 2017). This was validated by Mirit (2017), who noted that indiscipline within secondary schools in Yatta District, Kenya, had been linked to ambiguous and inequitable school rules and regulations, students' lack of belief in these rules, conflicts between teachers and administrators regarding the rules, a lack of collaboration among teachers and administrators, ineffective administration, and teachers who exhibited punitive attitudes.

Discipline remained a significant challenge in public secondary schools in Tanzania. As noted by Aymelo (2022), research revealed that secondary school students displayed elevated levels of indiscipline due to a range of factors, such as peer pressure, negative attitudes towards education, inattentive parents, and schools' inability to enforce rules and regulations effectively.

The biggest issue Tanzanian secondary school teachers faced is unquestionably discipline. Essentially, secondary school teachers were expected to oversee students' behavior in addition to teaching in order to guarantee that they participate in a wide range of teaching and learning activities. It is clear that secondary school teachers spend more time correcting conduct and less time teaching because of the high volume of disciplinary cases involving pupils (Kambuga, 2017).

According to a study by Kiwale (2017) on the roles of school administration for enhancing students' discipline in Tanzania, most disciplinary issues that students faced were caused by their homes and surroundings, particularly by things like televisions, cell phones, alcoholism, cigarette smoking, drug abuse, disobedience, tardiness, and inappropriate school attire. Furthermore, the Education Act No. 25 of 1978 (as amended by Act No. 10 of 1995) was published by the Tanzanian government through the Ministry of Education, currently known as the Ministry of Education, Science, and Technology. It laid out guidelines

for how school administrators are able to make decisions regarding issues of discipline and indiscipline in schools.

As indiscipline events occurred often in secondary schools at that time, the theme of discipline came to the consideration of many educational stakeholders (Simeo & Tangi, 2022). The indiscipline cases included burning of schools, use of abusive language, truancy, fighting, drug abuse, stealing, and alcoholism. Students' indiscipline became a concern for education administrators, teachers, parents, and other education stakeholders. Parents, education administrators, and other stakeholders blamed heads of schools and teachers for students' indiscipline in secondary schools in Tanzania (Musa & Martha, 2020). School indiscipline led to the outbreak of aggressiveness among peers, violence within teacher-student relationships, and vandalism. The indiscipline cases resulted in the perpetual existence of problems such as dropout, deviant behaviors, lateness, and poor academic performance among students. Little attention was paid to the strategies used by the heads of schools, even though heads of schools were identified as playing a crucial role in shaping students' discipline (Duda & Susilo, 2018; Maingi et al., 2017). As indiscipline incidents occurred often in secondary schools at that time, the topic of discipline came to the attention of many educational stakeholders (Simeo & Tangi, 2022).

School administration must act as strategic leaders by employing appropriate administrative strategies to promote student discipline. Discipline is a fundamental component that plays a crucial role in school systems, as it supports the moral development and academic progress of students (Otaru & Uwanyirigira, 2018). To effectively foster discipline in secondary schools, the administration should ensure that the school calendar includes time for regular meetings, where both teachers and parents can be involved in discussing students' disciplinary matters.

Despite the importance of student discipline, there is lack of research specifically addressing the challenges encountered by school administration in promoting students' discipline in public secondary schools within Itilima District Council which is a new district established in 2012. This study investigated the challenges encountered by school administration in promoting students' discipline in public secondary schools.

2. Literature Review

2.1 Theoretical Framework

This study was guided by McGregor Theory X and Y. Theory X claimed that employees are fundamentally lazy and would avoid work wherever possible. They need to be dominant, regulated and intimidated. On the other hand, theory Y stated that human beings can work and need to be

provided with an atmosphere where the abilities can be expressed and fulfilled. (McGregor, 1960). Therefore, the study is related to theory X and theory Y because even students can be categorized into two groups, those who can be controlled through theory X by using coercion and punishment to manage their discipline. Schools that will use theory X, students will be controlled and directed and even threatened especially when breaking school rules and regulations. Also, others can be controlled using theory Y by communicating to them rules and regulations which can be followed as well as creating a conducive environment which will influence them to practice acceptable conducts in schools. Schools that will use theory Y, students will be treated with respect and especially when they will behave inappropriately; they will patiently be taught and encouraged.

2.2 Challenges Encountered by School Administration in Promoting Students' Discipline

Lingon (2019) used a descriptive-evaluative research methodology to examine the difficulties junior high school teachers face and the tactics they employ to control their students' behavior. According to the study's findings, participants disclosed the difficulties in controlling students' conduct. For instance, when attending formal events both inside and outside of the school, students fail to wear their uniform. At home, students forget their ID. Students' inability to complete their excuse slip form in the absence of a teacher, students do not remain silent. When students lose their temper, they fight with their peers. Students violate the chapel's sanctity by using profanity there. Students act foolishly with their friends and disobey their teachers' instructions. Students are purchasing food even though it is not break time, they are breaking school rules, and Youngsters do not observe silence in the library, they do not keep quiet when they are shopping in the cafeteria, they do not attend mass but instead converse with their classmates, and they converse with classmates during the flag ceremony. The researcher was successful in exposing actual difficulties that arise on a daily basis in schools and in the typical classroom context.

Nnorom et al. (2020), conducted research on the barriers that principals in public secondary schools in southeast Nigeria face when implementing effective student disciplinary management and implementation strategies. Numerous causes of disciplinary issues in secondary schools have been found by research studies. Parental and home influence, the role of the teacher, political, social, and economic factors, the emergence of emotionally troubled students, the type of principal, and the impact of gender on public versus private schools are a few of the limitations. The researcher was successful in demonstrating how

outside factors, outside of the school setting, impact discipline management.

Zondo and Mncube (2024) conducted a study on teachers' challenges in implementing a learner's code of conduct for positive discipline in schools. Democratic theories and positive discipline served as the study's guiding principles. According to these theories, students need to be taught discipline in order to be prepared to act appropriately and follow classroom and school regulations. Sixteen (16) teachers from two sampled schools in Pinetown, Durban, provided information for the study via semi-structured interviews, document review, and observation. The results show that a number of issues hindered the application of a learners' code of conduct, such as a failure to regularly review the document, a failure to review the code of conduct lack of parental support for initiatives to enforce discipline in schools, lack of stakeholder participation in developing a code of conduct, conflicts over power, implementing a code of conduct for students can be hampered by communication. The researcher only included two schools with 16 educators. However, the researcher had to use a mixed method research approach to expand the study area and increase the number of respondents. The current study used mixed method

Tumwine (2018) investigated the effects of the institutional environment on secondary school discipline in Uganda's Kamwege district and discovered that student strikes were caused by the board of governors' poor decisions and poor administration. He also argues that school structures and management policies have an impact on students' behavior. He claims that some of the management's choices could lead to students going on strike or acting rudely. Once more, drug abuse has been caused by inadequate school administration, particularly in urban private schools. Additionally, the spread of other types of indiscipline, such as romantic relationships between students and teachers as well as between students themselves, is facilitated by the negligence of school administrators.

John (2022) conducted a study at Iringa to evaluate the difficulties administrators and teacher counselors face in overseeing student behavior at Iringa Municipal Secondary School. Teachers, teacher counselors, and students at Iringa Municipal Council provided data for the qualitative study, which used Tagamenda Secondary School as a case study. Purposive sampling was used in the study to choose participants, and content data analysis was used to examine the data. According to the findings, some parents defend their children, lack of facilities, lack of professional counselors, political meddling, students trying to hurt their teachers, and student resistance were some of the difficulties in maintaining student discipline in secondary school. Furthermore, the researcher did not capture the views of heads of schools about the matter. The current

study involved heads of school in the study. The next part presents methodology

3. Methodology

3.1 Research Design

Within qualitative, quantitative, and mixed methods of research approaches, research designs are modes of inquiry that give study procedures a specific direction. To collect data for this study, a convergent parallel design was used. Convergent parallel design is advised for studies that collect qualitative and quantitative data from a large number of respondents, then combined the findings following analysis (Creswell & Creswell, 2018). This was the rationale behind the design choice. Additionally, the design incorporated rapid data collection tools like questionnaires and structured interview guides, which were used in the study's investigation of the challenges encountered by school administration in promoting student discipline in Itilima District Council's public secondary schools.

3.2 Sampling Procedures and Samples

Sampling is the process of selecting representative from a population that is known as sampling (Hossan et al., 2023). It can be divided into two categories: probability sampling and non-probability sampling. Everyone has an equal chance of being chosen as a respondent in probability sampling, but not everyone has the same chance in non-probability sampling. Both total population sampling and expert purposive sampling were used in this investigation.

3.2.1 Total Population Sampling

When a researcher decides to look at the entire population with a specific set of characteristics, this is known as total population sampling. People, organizations, institutions, and nations are examples of units. When there are resources available to support the completion of the study or when the population is relatively small, this approach is employed (Hossan et al, 2023). The researcher employed total population technique to obtain the respondents.

3.2.2 Purposive Sampling

Participants in the study were chosen by the researcher based on their particular area of expertise. According to Bisht (2024), participants were selected based on their demonstrated abilities or relevance to the research topic. The heads of schools were chosen through expert purposive sampling, which referred to a kind of purposive sampling technique that looked at all members of the population who shared a specific set of characteristics (Johnson & Christe, 2019). Since there was only one head of school at each of the chosen schools, the researcher

employed expert purposive sampling to obtain the four heads of schools from the secondary schools in the sample; as a result, they participated in the study. Because of their managerial responsibilities in schools, heads of schools were purposefully chosen to offer in-depth knowledge of the phenomenon being studied.

3.2.3 Sample

According to Mugenyi and Mokoro, (2022), sample size is the number of subjects or respondents selected from a population. The population for the study included four secondary schools of Itilima District Council. Data was collected from four secondary schools that were drawn randomly. The study involved 75 respondents including school administrators and teachers from the selected secondary schools.

3.3 Data Collection Tools

Cresswell and Cresswell (2023) defined data collection tools or instruments as equipment, spaces, or manuals used to gather data. They consist of checklists, telescopes, microscopes, satellite systems, observation schedules, and questionnaires.

3.3.1 Questionnaire

A questionnaire is a research tool featuring a series of questions, usually a collection of items of which respondent is expected to react in writing, used to collect useful information from respondents about research topic (Creswell & Creswell, 2018). In this study, questionnaires were used to gather data. The researcher used both open-ended questions and close-ended questions to collect data from the teachers.

3.3.2 Interview Guide

According to Christe and Johnson (2019) the process of gathering data through an interview involves a verbal exchange in which one person poses a question, and one or more people answer. Heads of schools were interviewed face-to-face to learn more about their perspectives, experiences, and circumstances in relation to the study's goals. Depending on the respondents' answers, the interview enabled the researcher to gain insight into questions beyond those that had been prepared beforehand.

3.4 Data Collection Procedures

According to Creswell and Creswell (2018). Defined data collection procedures as strategy for data recording, obtaining information through documents, interviews, and visual materials, and using sampling and recruiting to establish the parameters of the study. The Directorate for Postgraduate Studies at Tumaini University Makumira

provided the researcher with an introduction letter, which was presented to the District Executive Director in order to request for research letter that permitted data collection at the Itilima District Council. Before beginning the data collection process, the researcher asked teachers and school administrators in a few chosen schools for their consent. After getting their consent the researcher administered questionnaire to teachers and finally semi-structured interview was used to the heads of school.

3.5 Data Analysis

Data analysis refers to the process of bringing order, structure and meaning to the group of data collected. This is mainly done because the raw data obtained from the field is difficult to interpret. Therefore, the obtained data must be coded, identify meaningful segments and fed into computer program to enable the researcher to make sense of the obtained data. Also, data analysis is a systematic activity which is an essential part of the research process (Cohen, Manion, & Morrison, 2018). The researcher in this study analyzed the data using both quantitative and qualitative methods. The Statistical Package for Social Sciences (SPSS) version 23 was used to evaluate quantitative data from questionnaires using descriptive statistics. These statistics were displayed in tables after being recorded as frequencies and percentages. Thematic analysis was used to examine semi-structured questionnaire questions and qualitative data from interviews. The interview's verbal data was converted to written texts by the researcher. To create meaningful units of analysis, the data was then organized into major themes and subthemes according to the research objective. Following analysis, the researcher used direct quotation and tables to illustrate the results.

3.6 Ethical Considerations

Creswell and Creswell (2018) state that the researcher must take ethical considerations into account when writing a research paper. Researchers who use humans or animals as subjects need to think carefully about how they conduct their studies and pay attention to the ethical concerns involved. Data collection for this study adhered to the correct channels and procedures, obtaining consent from teachers and school administrators in specific schools before beginning the data collection process. The Directorate for Postgraduate Studies at Tumaini University Makumira provided the researcher with an introduction letter, which the researcher then presented to the District Executive Director in order to request a research permission letter that permitted data collection. Before beginning the data collection process, the researcher asked teachers and school administrators in a few chosen schools for their consent. The researcher also took ethical considerations like participant confidentiality, transparency, honesty, and voluntary participation into account in this study. By ensuring that potential research participants were fully informed about the procedures and purpose of the study, the researcher ensured voluntary participation and obtained their consent. The researcher asked respondents not to write their names or schools on the questionnaire in order to protect the confidentiality of the information they provided during the data collection process.

4. Results and Discussion

Data was collected through interviews and questionnaire. Data analysis was carried out by using descriptive statistics and thematic analysis.

4.1 Demographic Information of the Participants

Table1: Demographic Information of the Participants

Category	Frequence	Percentages
Sex		
Male	62	82.7
Female	13	17.3
Total	75	100
Education level		
Diploma	34	45.3
Bachelor degree	36	48
Post graduate	5	6.7
Total	75	100
Working experience		
1-5 years	34	45.3
6-10 years	28	37.3
11 and above years	13	17.3
Total		100

Source: Field Data, 2025

From Table 1, 62 (82.7%) of the teachers who took part in the current study were male, and 13 (17.3%) were female. This shows that the government did not consider gender during the time of employing in Itilima District Council, that is why more male teachers took part in the current study than female teachers. Also, among them, 34 (45.3%) had a diploma, 36 (48%) of them had a bachelor's degree and 5 (7.0%) of them had master's degree. The results imply that all of the teachers who participated in this study have at least diploma in education, which is the minimal need for teaching in secondary school according to the Ministry of Education, Science and Technology. Also 34 (45.3%) teachers have been in the classroom for 1-5 years, 28 (37.3%) have been in the classroom for 6- 10 years, and 13 (17.3%) have been in the classroom for more than 11 years. This implies that majority of teachers who took part

in the current study were experienced educators who offered relevant understanding on how school administration can improve students' discipline in public secondary schools.

4.2 Challenges in School Administration Encounters in Promoting Students Discipline

The researcher used questionnaires to teachers and were asked to put a tick to the response which was the primary challenge faced by school administration in implementing disciplinary policies effectively. Their responses are presented in table 2.

Table 2: Teachers' Responses on Issues School Administration Faces in promoting Students Discipline

Aspect	Strongly agree Frequency (%)	Agree Frequency (%)	Disagree Frequency (%)	Strongly disagree Frequency (%)
Students ignore teachers' instructions	12(16.9%)	35(49.3%)	15(21.1%)	9(12.7%)
Limited chancellors	21(29.6%)	22(31.0%)	21(29.6%)	7(9.9%)
Lack of stakeholder involvement	16(22.5%)	31(43.7%)	16(22.5%)	8(11.3%)
Students fight themselves	8(11.3%)	23(32.4%)	27(38.0%)	13(18.3%)
Politicians influence	31(43.7%)	19(26.8%)	15(21.1%)	6(8.5%)
Legal consideration	11(15.5%)	29(40.8%)	24(33.8%)	7(9.9%)
Changing regulations	11(15.5%)	27(38.0%)	24(33.8%)	9(12.7%)
Limited resources	20(28.2%)	29(40.8%)	17(23.9%)	5(7.0%)

Source: Field Data, 2025

From Table 2 field data shows that 35 (49.3%) respondents agreed that students ignore teachers' instructions, while 15 (21.1%) respondents disagreed. Also 12 (16.9%) respondents strongly agreed, and 9 (12.7%) respondents strongly disagreed. Also, from interview one head of school said that *'there is a tendency of some students to ignore teachers' instructions, some students when they are assigned a certain duty or punishment sometimes, they ignore to perform it'* (HoS interviewee 2 on March 5, 2025).

The findings revealed that students ignore teachers' instructions is the primary challenge faced by school

administration in implementing disciplinary policies effectively.

Table 2 shows that 22 (31.0%) respondents agreed that limited counselor is the main challenge faced by school administration in implating discipline policies. While 21(29.6%) respondents agreed. Also 21 (29.6%) respondents strongly disagreed, and 7 (9.9%) respondents strongly disagreed. Also, another head of school through interview commented that *'in my school there is no professional counselor who can provide guidance and cancelling to the students instead I have appointed a teacher who is not professional with guidance and cancelling'* (HoS interviewee 4 on March 10, 2025). The

findings revealed that limited counselor is the primary challenge faced by school administration in implementing disciplinary policies effectively.

The findings from Table 2 show that 31 (43.7%) respondents agreed that lack of stakeholder involvement is the primary challenge faced by school administration in implementing disciplinary policies, while 16 (22.5%) respondents strongly agreed. Also 16 (22.5%) respondents disagreed, and 8 (11.3%) respondents strongly disagreed. During interview one head of school said that *“Some parents are not ready to be involved on school discipline cases and other parents act as a barrier towards disciplinary measures including the habit of reporting some incidents to politicians”* (HoS interviewee 1 on March 4, 2025).

Also, another one head of school commented that *“Some parents who are involved in restorative practices such as conflict resolution helps in reinforce positive behavior at school and at home”* (HoS interviewee 4 on March 2025). The findings revealed that lack of stakeholder involvement is the primary challenge faced by school administration in implementing disciplinary policies effectively.

From table 2 the findings show that 27 (8.0%) respondents disagreed that students fight themselves was not the primary challenge faced by school administration in implementing disciplinary policies, while 23 (32.4%) respondents agreed. Also 13 (18.3%) respondents strongly disagreed, and 8 (11.3%) respondents strongly agreed. From the interview one head of school commented that *“in our institution there is no a tendency of students to fight themselves because most of them obey the school rules and regulation”* (HoS interviewee 3 on March 7, 2025). The findings revealed that students fighting themselves is not the primary challenge faced by school administration in implementing disciplinary policies effectively.

The findings from Table 2 show that 31 (43.7%) respondents strongly agreed that politician influence is the primary challenge faced by school administration in implementing disciplinary policies, while 19 (26.8%) respondents agreed. Also 15 (21.1%) respondents disagreed, and 6 (8.5%) respondents strongly disagreed. One head of school said that *“politician influence is among the challenge faced by school administration especially when the students are given punishment, some politicians provide negative response to the teachers”* (HoS interviewee 1 in March 4, 2025). The finding revealed that politician influence is the primary challenge faced by school administration in implementing disciplinary policies effectively.

Table 2 showed that 29 (40.8%) respondents agreed that legal consideration is the primary challenge faced by

school administration in implementing disciplinary policies, while 24 (33.8%)

respondents disagreed. And 11 (15.5%) respondents strongly disagreed, and 7 (9.9%) respondents strongly disagreed. The findings revealed that legal consideration is the primary challenge faced by school administration in implementing disciplinary policies effectively.

The findings from table 2 show that 27 (38.0%) respondents agreed that changing regulations is the primary challenge faced by school administration in implementing disciplinary policies, while 24 (33.8%) respondents disagreed. Also 11 (15.5%) respondents strongly agreed, and 9 (12.7%) respondents strongly disagreed. One head of school through interview commented that *“changing of school regulation by teachers when they are on duty is among the challenge faced by school administration because when they are on duty every applies different regulations in order to maintain students’ discipline”* (HoS interviewee 4 on March 10, 2025). The findings revealed that changing regulations is the primary challenge faced by school administration in implementing disciplinary policies effectively.

Table 2 shows that 29 respondents, which is equal to 40.8%, agreed that limited resources were the primary challenges faced by school administration in implementing disciplinary policies, while 20 respondents which is equal to 28.2% strongly agreed. Also 17 Respondents which is equal to 23.9% disagreed and 5 respondents which is equal to 7.0% strongly disagreed. From the interview one head of school said that *“limited resources including first aid kit, counselors, playgrounds and dining halls were among the challenge faced by school administration in promoting students’ discipline”* (HoS interviewee 3 on March 7, 2025). The findings revealed that limited resources are the primary challenge faced by school administration in implementing disciplinary policies effectively.

From the objective which aimed to examine challenges encountered by school administration in promoting students’ discipline in public secondary schools in Itilima District Council. The findings indicated that among the challenges school administration faces in encouraging students’ discipline are students who ignore teachers’ instructions, lack of stakeholder involvement, politician influence and limited resources. The next part presents discussions of the findings

4.3 Discussion

The researcher discussed various issues which affect highly the implementation of disciplinary policies including ignoring teachers’ instructions and students fights. It was seen that students fighting themselves was a

big problem faced by school administration. This goes hand in hand by a study with Lingon (2019), that participants disclosed the difficulties in controlling students' conduct. For example, when students lose their temper, they fight with their peers. Students violate the chapel's sanctity by using profanity there. Students act foolishly with their friends and disobey their teachers' instructions. Students are purchasing food even though it is not break time, they are breaking school rules, and Youngsters do not observe silence in the library, they do not keep quiet when they are shopping in the cafeteria, they do not attend mass but instead converse with their classmates, and they converse with classmates during the flag ceremony. Also, John (2022) conducted a study to evaluate the difficulties administrators and teacher counselor's face in overseeing student behavior at Iringa Municipal Secondary School According to the findings, some parents defending their children, a lack of facilities and professional counselors, political meddling, students trying to hurt their teachers, and student resistance were some of the difficulties in maintaining student discipline in secondary school.

Also lack of stakeholder involvement and politician influence was another challenge faced by school administration in implementing disciplinary policies effectively. From table 1 it was seen politicians are the main challenge to the school administration in implementing disciplinary policies because other politicians act as a barrier by interfering with parents and school administration. This is supported by Nnorom et al, (2020), conducted research on the barriers that principals in public secondary schools in Southeast Nigeria face when implementing effective student disciplinary management and implementation strategies. Numerous causes of disciplinary issues in secondary schools have been found by research studies. Parental and home influence, the role of the teacher, political, social, and economic factors, the emergence of emotionally troubled students, the type of principal, and the impact of gender on public versus private schools are a few of the limitations. Also, it is supported by Zondo and Mncube (2024) who conducted a study on teachers' challenges in implementing a learner's code of conduct for positive discipline in schools. The results show that a number of issues hindered the application of a learners' code of conduct, such as a failure to regularly review the document, a failure to review the code of conduct lack of parental support for initiatives to enforce discipline in schools, lack of stakeholder participation in developing a code of conduct, Conflicts over power, implementing a code of conduct for students can be hampered by communication.

Moreover, absence of counselors and limited resources were also a challenge faced by school administration in implementing disciplinary policies effectively. Due to the

limited counselors and resources failed to implement disciplinary policies effectively because secondary schools need enough counselors who will help school administration to provide guidance and counselling to the students. This is supported with a study by John (2022) who conducted a study to evaluate the difficulties administrators and teacher counselors face in overseeing student behavior at Iringa Municipal Secondary School. Purposive sampling was used in the study to choose participants, and content data analysis was used to examine the data. According to the findings, some parents defending their children, a lack of facilities and professional counselors, political meddling, students trying to hurt their teachers, and student resistance were some of the difficulties in maintaining student discipline in secondary school.

In Ntungamo Municipality, Uganda, Asimwe and Kamugisha (2024) conducted research on the function of guidance and counseling in fostering student discipline in secondary schools. Both qualitative and quantitative methods were used in a cross-sectional study design. The researchers demonstrated the functions of school administrators in upholding discipline in the classroom, such as allocating funds to the department, and inviting a special guest speaker. oversee all the school's guidance and counseling services, provide comprehensive guidance and counselling services to the entire school community, formulate school policies that govern the guidance and counselling services in the school, provide resource materials required in the department for counselling and Provide guidance and counselling.

Theory X and Y is supportive because it claims that employees are fundamentally lazy and would whatever they can escape work. They need to be dominant, regulated and intimidated. On the other hand, theory Y states that human beings can work and need to be provided with an atmosphere where abilities can be expressed and fulfilled. (McGregor, 1960). Therefore, even students can be categorized into two groups, those who can be controlled through theory X by using coercion and punishment to manage their discipline. Schools that will use theory X, students will be controlled and directed and even threatened especially when breaking school rules and regulations such as students with frequent absenteeism and those with academic achievement. Also, others can be controlled using theory Y by communicating to them rules and regulations which can be followed as well as creating a conducive environment which will influence them to practice acceptable conducts in schools. Schools that will use theory Y, students will be treated with respect and especially when they will behave inappropriately; they will patiently be taught and encouraged.

Generally, school administration must make sure that although the government has failed to employ enough chancellors who will help to provide guidance and counselling to the students, it could be better for school administration to involve the school community to employ temporary councilors who will help to provide guidance and counselling to the students. Also, school administration must involve stakeholders in implementing disciplinary policies effectively. Lastly, the school administration should make sure that there are enough resources in the school which will help to implement disciplinary policies.

5. Conclusion and Recommendations

5.1 Conclusion

The study aimed to find challenges encountered by school administration in promoting students' discipline in public secondary schools in Itilima District Council. The finding revealed that students ignore teachers' instructions, lack of stakeholder involvement, politicians influence, limited chancellor and limited resources were among the challenges school administration faced in encouraging students' discipline. The findings showed that lack of counselors in secondary schools is a big challenge because students require frequent guidance and counselling in order to develop positive behavior.

5.2 Recommendations

1. Recommendation for school administrators

School administrators are recommended to involve parents in managing students behavior, develop policies, provide training together with monitoring and evaluation of students' behaviours

2. Recommendation to district educational officers

The district educational officers should convince the Ministry of Education Science and Technology (MoEST) to consider good allocation of teachers during the time of employment in order to make sure that each public secondary school has enough chancellors who will help in providing guidance and counselling to the students

3. Recommendation for further research studies

Not only that but also similar studies should be conducted in other parts of the country so that the results that emerge would contribute to further knowledge on the status of the challenges faced by school administration in promoting students' discipline in public secondary schools because the current study was conducted in only one district among the 184 districts which are found in Tanzania. Lastly,

Further research should be conducted in private secondary schools about the challenges encountered by school administration in promoting students' discipline.

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