



# Can Discipline Be Managed?

113. Morogoro

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## Introduction:

Disciplinary problems involves the followings; using phones, escaping classes, sexual relationship, stubbornness of the students to follow the day routine of the school, cheating teachers, peer pressure from other students and psychological problems from family background.

Having the problem of bad performance as well as disciplinary problems in schools, we decided to look on the matter critically by carrying out the project to found out the inter-relationship between academic performance and discipline.



## Method:

In our findings; the data were collected from 9 schools based on the following categorizations; type (government and private), nature (girls and boys seminaries), location (peripheral and central), age (old and recent) in order to come up with a scientific conclusion. These schools are Bigwa Sisters' Seminary, Lutheran Junior Seminary, Kingalu, Kingo, Forest Hill, Mgulasi and Kilakala. The project has been carried out in Morogoro municipal as our study case which in large extent represents majority of schools from different places in Tanzania.

In the project, there were various materials and methods used to obtain accurate information. The materials used were; pens, diaries, documents (academic and discipline). The methods used were observation, focus group discussion, documentation and questionnaire. The methods were chosen because they are simple, clear, accurate and easily to apply to the field of research.



## Results:

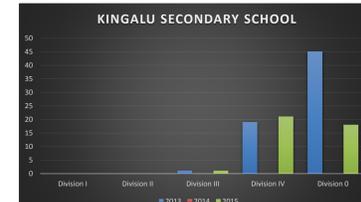
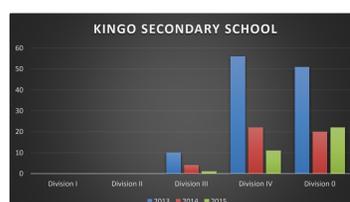
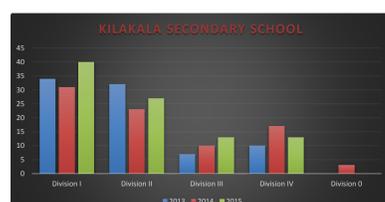
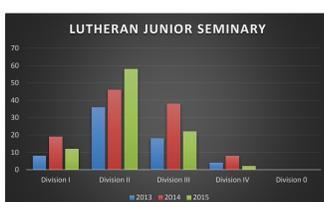
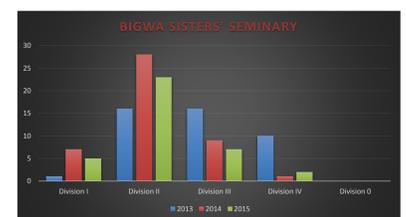
There is a close relationship between academic performance and discipline or moral life of the students individually as well as collectively. The evaluation of academic performance and discipline (moral life) of the students are inter-dependent in such a way, generally we can say good performance depends very much on good discipline of individual students as well as the general moral atmosphere of the school.

The sampling of results have been taken from National Examination Council of Tanzania (NECTA) from the years 2013 to 2015 in respective sschools.

Table 1: Bigwa Sisters' Seminary

*Evaluations:* Taking the sample of 112 grandaunts who scored in the range of Division I-III, only 3 students were found to have disciplinary problems while the rest 13 students, majority of them have several disciplinary problems which made them not do well in the academic performance.

YEAR	2013	2014	2015
Division I	1	7	5
Division II	16	28	23
Division III	16	9	7
Division IV	10	1	2
Division 0	0	0	0



## Conclusions

Taking the general overview of the collective schools which we have done our research in three years NECTA results, we have found that, majority of the school were able to perform well because of good disciplinary follow-up which was done by the school administrative team in cooperation with teachers as well as the positive response of the students in particular to adhere to school rules and regulations (moral codes). While on the other hand, poor performance in majority of the school was caused by failure of the students to adhere to the school rules and regulations.

With this remarks, it align with our research that, academic performance go hand in hand with discipline of the students. Therefore; we recommend the following aspect to be considered in order to improve the discipline of the students in schools as follows;

Establishment of guidance and counseling department in every school.

The teachers in specific schools who deals which guidance and counselling should provide education about self-awareness and moral life.

[https://en.wikipedia.org/wiki/Academic\\_achievement](https://en.wikipedia.org/wiki/Academic_achievement)

<http://wvde.state.wv.us/research/reports2014/TheAssociationBetweenSchoolDisciplineandMathematicsPerformance2014.pdf>

<http://www.ascd.org/publications/researchbrief/v4n06/toc.aspx>

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