

**Effectiveness of rules and regulations in enhancing teachers' discipline in public secondary schools in Babati district, Tanzania**

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This study assessed the effectiveness of rules and regulations in enhancing teachers' discipline in public secondary schools in Babati District in Manyara region, Tanzania. The objectives of the study were to identify the mechanisms employed to inform secondary school teachers on rules and regulations, examine the challenges facing secondary school teachers in adhering to professional rules and regulations, and examine the ways that can be used in improving proper discipline among secondary school teachers. The study was guided by a conceptual framework adapted from Iravo (2012). The study utilised qualitative approach and employed multiple case study design. The target population for this study were students, teachers, heads of schools, ward educational officers, district secondary education officer and the TSC district secretary. The sample size of the study was 96 respondents. Purposive and stratified random sampling techniques were used for sample selection. Data was collected through focus group discussion, interview, observation and documentary review, and were subjected to descriptive data analysis procedures using Miles, Huberman and Saldana (2014) model of qualitative data analysis. The findings revealed that the mechanisms used to inform teachers on rules and regulation were staff meetings, circulars, manuals, seminars, workshops and provision of professional rules and regulations documents. However, these mechanisms were found to be less effective as most teachers were ignorant of the rules and regulations. The findings also revealed that lack of training on rules and regulations, staying away from the working stations, lack of professional rules and regulations' documents, shortage of teachers in schools and bad leadership of some school heads as the common challenges faced secondary school teachers in adhering to rules and regulation. Additionally, findings revealed that the main ways used in improving positive discipline to secondary school teachers were provision of guidance and counselling services to teachers, convening disciplinary meetings with teachers, cooperation with teachers in performing their duties and punishing misbehaved teachers through warning and reprimand, stoppage of salary, stoppage of promotion, demotion and dismissal from job. It was concluded that rules and regulations were less effective in improving positive discipline to teachers. It was recommended that effective management and implementation of rules and

regulations should be instituted in order to improve proper discipline among secondary school teachers. It was further recommended that similar studies should be conducted on the same topic in other levels of education such as universities, colleges and primary schools.