Contribution of Hidden Curriculum on Students' Discipline in Public Secondary Schools in Kigoma District

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Abstract: This study investigated the contribution of Hidden Curriculum (HC)on students' discipline in public secondary schools in Kigoma District, Tanzania. Objectives were to; determine the effectiveness of aspects of HC on students' discipline in public secondary schools and examine the strategies to enhance the effectiveness of HC on students' discipline in public secondary schools in Kigoma District. Hidden Curriculum Theory guided the study. Convergent mixed methods design was adopted. Interview guide and questionnaires were used to collect data from 65 students, 25 teachers & 5 school administrators. Stratified & simple random sampling techniques were employed to select students & teachers while school administrators were purposively sampled. Validity was established through expert judgment. The reliability index, SQ; r=0.83 & TQ; r=0.61 for questionnaire were obtained. Quantitative data were analyzed using descriptive statistics in the SPSS. Results were presented in tables of frequencies and percentages. Qualitative data were thematically analyzed alongside research questions and presented in narrative forms. Findings revealed aspects of HC such as teachers' and parents' dressing code, time management, self-drive, teamwork and public relations that influence students' discipline. In conclusion, various strategies employed to enhance the effectiveness of HC on students' discipline include encouraging students to imitate positive values from adults, guidance and counselling. The study recommends awareness among teachers that it is relatively easier for learners to pick up the manners and way of life of teachers and other actors in the school and internalise them better than even what is actually taught.

Keywords: Hidden, Curriculum, Discipline, Students, Kigoma

1. Introduction

Hidden curriculum (HC) refers to the unwritten, unprinted, unofficial and often unintended lessons, values and perspectives that student learn in school. In other words, it is the curriculum learnt but not openly intended. It has a powerful impact on students because it can shape their values, believes and attitudes hence it can influence the way they behave both inside and outside the school

(Schiro, 2019). These include teachers' and parents' dressing code, behaviour, life skills, time management, self-drive, teamwork and public relations. Globally, in United States Education Scholars such as Ressa et at., (2021) consider the HC to be the unintended learning process created by learners' school culture and environment that influences their growth and development (that is, acquisition of experiences, knowledge, and skills).

According to Jerald (2020), the HC is based on recognition that students learn lessons in school that may not be part of the formal curriculum. For example, how students interact with their peers, teachers and other adults; how they should perceive different races, groups or classes of people and what ideas and behaviours are considered acceptable or unacceptable. Myles, et al., (2022) noted that HC is viewed as ways in which cultural values and attitudes such as obedience to authority, punctuality and delayed pleasure are transmitted. Further, HC is described as hidden because it is usually acknowledged or examined by students, teachers and the wider community while the lessons reinforced are often accepted as status quo by the community.

Boadu et al., (2020) made a glance across most African Schools and reveals that most teachers do not attach much importance to the subtle messages and values often learned quietly by learners. In this light, Dwayne (2020) observes that even though the formal curriculum is often studied, little or no effort is devoted to the HC and the impact that it has on the school and learners' lives. Presently, the overreliance on the official curriculum to the utmost neglect of the HC continues to plague classroom procedure. It is therefore common to hear teachers make such statements as 'take what I say but do not watch what I do' or 'do what I tell you but do not do what I do', in most classrooms. These statements are frequently made oblivious of the fact that it is relatively easier for learners to pick up the manners and way of life of teachers and other actors in the school and internalise them better than even what is taught.

In Tanzania, HC is implemented in learning institutions through students' daily routines. MoEST (2019) pointed out that, HC enables students to develop mental processes required to adapt and improve upon a modern work environment, focus on how students can discern facts, publishing outlets and technology behind them, take a look at intangible elements of a student's everyday life, personal and professional qualities and enable students to acquire interpersonal relationships. Blakeley et al., (2022) noted that, in schools students learn things that are not explicitly taught or written down like friendship, honesty, fairness, the value of work, ethnic relations, cultural differences, and obedience. This is to say that, a formal curriculum is ideally assisted by a HCin instilling moral behaviour and discipline in students through school rules and regulations in the form of daily routine. Therefore, HC stands to be a key in the understanding of moral and discipline behaviours of students in schools. Consequently, it was necessary to conduct a study to investigate the contribution of HC on students' discipline in public secondary schools in Kigoma District.

1.1 Research Questions

The following research questions guided the study:
i. To what extent are the aspects of HC effective on instilling students' discipline in public secondary schools in Kigoma District, Tanzania?
ii. What are the strategies to enhance the effectiveness of HC on students' discipline in public secondary schools in Kigoma District?

2. Literature Review

The empirical studies were reviewed with reference to research objectives. The study was anchored on Hidden Curriculum Theory.

2.1 Hidden Curriculum Theory

This study is guided by Hidden Curriculum Theory by Jackson (1968).It stipulates that HC is a set of unspoken or implicit rules and values that students learn while attending school. According to Patra (2020) the theory states that, there is a whole system of rules such as coming to class regularly; must arrive at a specified time and with an appropriate bearing and attitude, must not disrupt arrangement in class; must have learned his lessons, done homework, and have done so reasonably well in the school that predetermine the child's conduct. According to Sosu (2018) the HC aspects in a school serves as reinforcement to basic rules circling the nature of conflict in schools. With this, it brings to light plausible boundaries that students are expected to internalized in their daily activities. From an explicit end, the HC illustrates the rules and regulations that students are expected to adhere to in a school so as to avoid the situation of coming into conflict with school authorities.

2.1.1 Application of the Theory to the Current Study

The theory contends for an understanding of education in school as a process of secondary socialization where learning has infinite boundary. For this reason, the theory first, guided this study to reveal the aspects of HC that are not formally documented in the formal curriculum and their effectiveness towards students' discipline in public

secondary schools. Secondly, the theory was applicable in this current study as it enabled the researcher to investigate further on various strategies adopted to enhance the effectiveness of HC on students' discipline in public secondary schools.

2.2 Empirical Review

In reviewing empirical studies, the researcher considered the following research objectives: to determine the effectiveness of aspects of HC on students' discipline in public secondary schools and to examine the strategies to enhance the effectiveness of HC on students' discipline in public secondary schools in Kigoma District.

2.2.1 Effectiveness of Aspects of HC on Students' Discipline in Public Secondary Schools

The study by Gardeshi et al., (2018) conducted in Iran researched on the perception of hidden curriculum among undergraduate medical students: a qualitative study. The results showed that it is necessary to discuss the HC. The study found out that most respondents were unaware of the HC, but even if they were aware, they were unwilling to act. Therefore, information about issues related to the hidden and informal curriculum, as well as knowing the viewpoints of students is necessary. It is therefore necessary to provide data to students about the HC and encourage patient centred curriculums early in training, such as integrated curriculum.

The research by Rossouw (2021) was conducted in Bangladesh on a narrative study of the HC in a private higher education institution. The study adopted a review of existing literature and interviews. Data collected illustrated that, increased awareness and understanding of the HC can aid increased efficiency of the teaching skills and competencies that lecturers aim to develop through the HC.

The researcher Nogqala (2021) conducted a study in South Africa on the African child and the HC at Blythswood Institute. The study used narrative research design. The study concluded that, in the case of African children, they were compelled to imbibe an academic curriculum buttered with side-effects that programmed them into possessing attitudes that were detrimental to their mere survival. They were offered an education that sought to "primarily limit and orient African political, economic and social aspirations away from a common political and economic life and towards a separated, rurally oriented, ethnically based life."

2.2.2 Strategies Adopted to Enhance the Effectiveness of Hidden Curriculum on Students' Discipline in Public Secondary Schools

Sulaimani and Gut (2019) conducted a study in Greek on the HC in a special education context: the case of individuals with autism. The study used a case study design. The study revealed that, HC provides tools and an understanding of social norms that are critical to success in society. Inclusive classrooms should integrate concepts of the HC into the learning process for all students. To ignore the HC favours children who already have an advantage in society, such as students who do not experience difficulties with executive functioning, as well as those with active and engaged parents/guardians/caregivers who are able to provide the supports and scaffolding for student success. By developing an awareness of the HC and incorporating it into classroom activities is particularly important for students with different abilities and special needs.

A study by Boadu et al., (2020) focused on the HC and classroom procedure: informed personal views of teachers. Data were collected through interviews and coded into themes. The study found that teachers possessed a good understanding of the HC and its features. Again, teachers perceived the HC as important to the teaching and learning process. It was also observed that due attention should be given to its uses. It was concluded that teachers perceived the hidden curriculum positively as it matters to the effective teaching and learning. The study by Høgdal et al., (2019) in Denmark researched on exploring student perceptions of the HC in responsible management education. The data were collected from qualitative methods. The researchers revealed misalignments between the messages communicated explicitly in the formal curriculum and the messages communicated more implicitly through the HC. The study demonstrates that the HC can potentially reduce students' sense of the value and importance of responsible management if left unaddressed. The HC is likely to remain an invisible barrier preventing business schools from developing more responsible graduates. The schools should establish discussion of how to improve the alignment between the formal and hidden curricula as seems both important and timely.

3. Methodology

The study adopted convergent mixed methods design. The design allowed the researcher to collect both qualitative and quantitative data and analyze them separately

(Creswell& Creswell, 2018).The target population for this study involved 26 public secondary schools with 26 school administrators, 202 class teachers, 1200 form four students(PO-RALG, 2022).Young, et al., (2021) stated that it is adequate to take manageable respondents respectively in an embedded mixed methods approach. Therefore, the selection of sample size was based on the

Yamane's formula of sample size calculation that states: $= \frac{N}{1+N(e)^2}$ (Yamen et al., 2017). Where: n=required sample size, N=total population and e= margin error (0.1 or 10%)

Therefore:

$$n = \frac{1428}{1 + 1428(0.1)^2}$$

$$n = \frac{1428}{1 + 1428\,(0.01)}$$

$$n = \frac{1428}{1 + 14.28}$$

$$n = \frac{1428}{15.28}$$

$$n = 95.300 \approx 95$$

From the 95 sample size this study divided the sample into 65 students, 25 teachers & 5 school administrators for collecting quantitative and qualitative data. Questionnaires were used to collect data from 13 students and 5 teachers from each school selected by stratified (gender) & simple random sampling techniques while interview guide was employed to purposively sample 5 school administrators, one from each school. Validity was established through expert judgment. The data obtained were tested for internal consistency of instruments items using SPSS version 23. The reliability test was done through Cronbach's alpha reliability coefficient and the reliability index, Student's Questionnaire (SQ); r=0.83 &Teacher's Questionnaire (TQ); r=0.61 for questionnaire

were obtained. Quantitative data were analyzed using descriptive statistics in the SPSS. Results were presented in tables of frequencies and percentages. Qualitative data were thematically analyzed alongside research questions and presented in narrative forms.

4. Results and Discussion

Table 1 shows the results of the first objective that investigated the effectiveness of aspects of HC on students' discipline in public secondary schools in Kigoma District.

Table 1: Responses on the Effectiveness of Aspects of HCon Students' Discipline in Public Secondary Schools

Effectiveness of Aspects of Hidden Curriculum on Students' Discipline	Students n=65 f(%)	Teachers n=25 f(%)	Total n=90 f(%)
Teacher's common language of expression influences students' language.	43(66%)	22(88%)	65(72%)
Teacher's dressing style influences students' dressing.	45 (69%)	15 (60%)	60(67%)
Students watch & copy teacher's walking style.	40 (62%)	12 (48%)	52(58%)
Students watch & adopt teacher's time management skills	39 (60%)	18 (72%)	57(63%)
Teacher's conduct influences students' behaviour.	51 (78%)	20 (80%)	71(79%)
Interaction with peers influences students' behaviour.	61 (94%)	23 (92%)	84(93%)
HC influences students' positive or negative perception of different races & class of people	52 (80%)	19 (76%)	71(79%)
Obedience & ability to influence others to respect authority is partly a function of HC.	44 (68%)	17 (68%)	61(68%)
HC influences students' delayed pleasure and perseverance	47 (72%)	20 (80%)	67(74%)
Interaction with teachers & peers influences students' interpersonal & life skills	54 (83%)	21 (84%)	75(83%)
HC influences students' ability to take calculated risks	38 (58%)	18 (72%)	56(62%)
Interaction with peers, teachers & parents influence students' ability to discern fact.	46 (71%)	19 (76%)	65(72%)
HC influences students' friendship& moral values	57 (88%)	24 (96%)	81(90%)
Interaction with teachers & peers influences students' honesty & fairness	53 (82%)	21 (84%)	74(82%)
Ability to appreciate the value of work	47 (72%)	19 (76%)	66(73%)
Commitment to good cultural practices & ethnic relations is influenced by HC.	49 (75%)	21 (84%)	70(78%)
Interaction with peers influences students' partaking in group work	55(85%)	20(80%)	75(83%)
Being neat, clean and punctual is partly a function of HC.	58(89%)	23(92%)	81(90%)
Aptitude to great others, be courteous & well-mannered is influenced by HC.	54(83%)	21(84%)	75(83%)

f = frequency, % = percentages, values in brackets are percentage of students and teachers who agreed with the statement. Those with contrary opinion to the statement are implied.

Source: Field Data (2023)

The results in table 1 shows that, 66% of students and 88% of teachers reported that, students copy what teachers commonly say. The respondents agreed that, students perceive their teachers as authority figures and believed that imitating teachers will help them to gain knowledge or appear more knowledgeable. Students adopted this behaviour to fit in with their peers, as it is seen as normal and may lead to social acceptance. Therefore, the high percentage of agreement from both students and teachers indicates that students tend to emulate and model their language based on teachers' common phrases. Also, the findings by Baykut et al., (2021) support this aspect of HC that students tend to emulate and model their behaviour after their teachers' words as the study found that, the HC serves to silence different forms of exclusion, loneliness, and discrimination that international students experience in the context of a toxic triangle of diversity. Practices supporting diversity and inclusion in educational settings were suggested to provide a pleasant healing effect among international students. Therefore, this aspect of the HC suggests that teachers' language and communication style significantly influence student behaviour and learning.

The data in table 1 shows that, 69% of students and 60% of teachers reported that students watch and copy their teacher's dressing style. The respondents agreed that, the students are driven by the desire to be seen as respectful, professional, or to develop a sense of belonging to the school community. Students perceive their teachers' attire as a standard to follow and believe that adopting a similar dressing style earn them approval from teachers and peers. Figure 1 shows teacher's dressing style.

Figure 1: Students Surprised at the Teacher's Dressing Style
Source: Baykut et al., (2022)

The teacher's dressing style in figure 1 is emulated by the student as shown in figure 2. In this case, another teacher takes the responsibility to assist the student in dressing properly. The teacher in figure 2 isn't aware that the student has simply imitated a colleague teacher. However, the student being a quick learner has outmaneuvered the teacher in figure 1 in his dressing style.

Figure 2: A Teacher Assisting a Student to Dress Appropriately
Source: Source: Baykut et al., (2022)

Similarly, figure 3 and 4 respectively shows teacher's dressing style while attending to their professional duty of curriculum implementation.
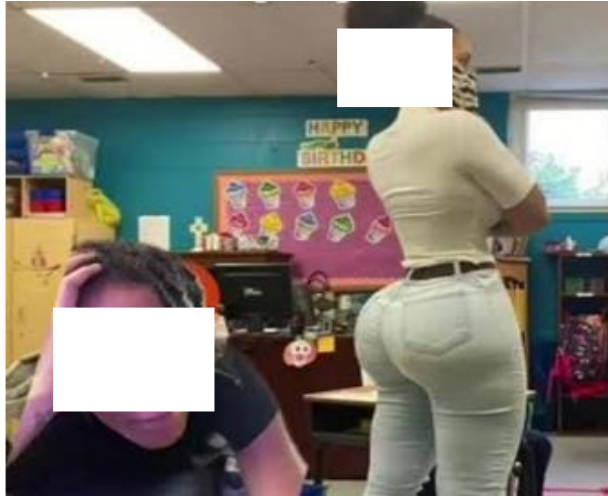
Figure 3: A Student Surprised at the Teacher's Dressing Style
Source: Field Data (2023)

Figure 3 illustrate a student who is astonished at the teacher's dressing style. The student feels embarrassed at this style of dressing such that it affects her concentration during the lesson. Moreover, figure 4 revealed teachers displaying their "best attires" while attending to their professional duties.

Figure 4: Teachers' Dressing Style

Source: Field Data (2023)

Figure 5 show a student who has imitated the dressing and walking style of her teachers. Since students tend to trust and believe in their teachers, they have the notion that teachers are right in whatever they are doing and imitating them in their commissions and omissions is equally good.
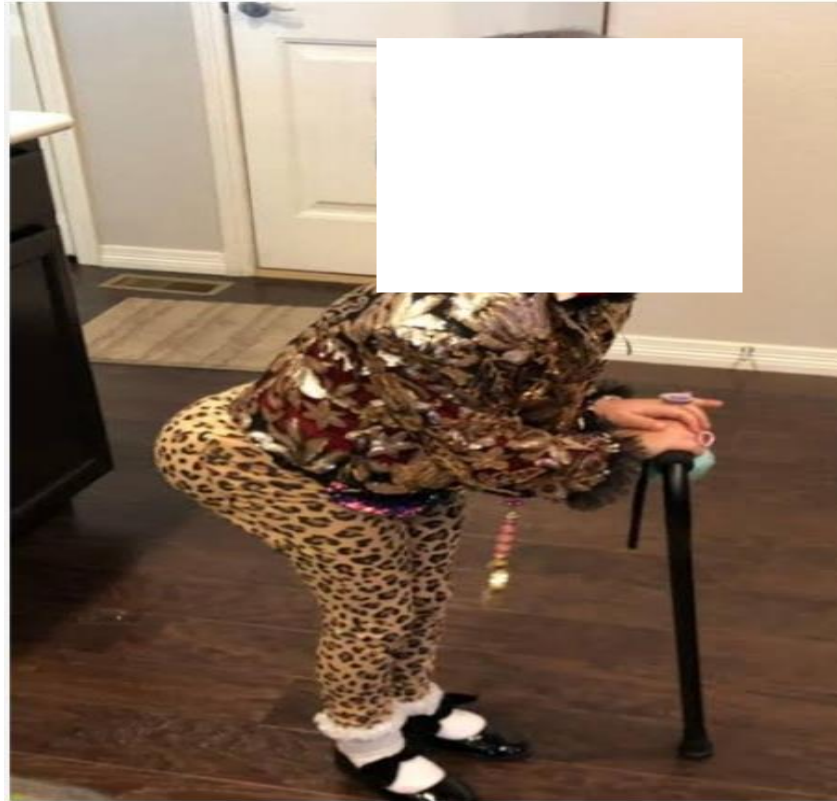
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Figure 5: Student Imitating the Dressing & Walking Style of a Teacher

Source: Field Data (2023)

The current study established that there is significant relationship between HCand students' discipline in public secondary schools. For instance, the study found out that students usually emulate the dressing style commonly used by their teachers. A close assessment of some of the dressing style may reveal certain level of indiscipline among students. However, they are expressly imitated from their teachers. Therefore, this suggests that students do take cues from their teachers' dressing style and incorporate it into their own fashion choices to some extent. In the study by Blakeley et al., (2022), it was noted that, in schools, students learn from their teachers &non-teaching staff things that are not explicitly taught or written down like time management, moral values, friendship, honesty, fairness, the value of work, ethnic relations, cultural differences, obedience and style of dressing. These messages and treatments given to students and their perceptions in the school environment influence their attitudes, motivations, and behaviours rarely accomplished by the formal curriculum. By effectively managing their time and dressing style, students establish a disciplined approach to their studies and other activities.

In addition, table 1 indicates that, 62% of students and 48% of teachers agreed that students watch and copy their

teacher's walking style. The respondents indicated that, imitating their teacher's walking style is seen as a way to demonstrate respect or to emulate a confident and authoritative figure. Students believed that mirroring their teachers' movements help them to gain attention and recognition. The data suggests that a considerable portion of respondents recognised that, students copy teacher's walking style to some degree, indicating that students pay attention to their teacher's non-verbal cues and try to mirror them.

> For instance, through the HC, students learn about punctuality, respect for authority, and the importance of teamwork. These are not explicitly taught but are learnt through daily routines and interactions. The school environment, rules, and regulations also contribute to shaping students' discipline. For example, the requirement to wear uniforms instils a sense of identity and belonging, which leads to improved discipline (Personal Interview, 26thMay, 2023).

The response from the school administrator demonstrates that through HC students learn certain aspects in life

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through daily routines and interactions that are not openly intended. Consequently, HC plays a significant role in shaping students' behaviour and attitudes in public secondary schools.

Likewise, in table 1 the data shows that, 60% of students and 72% of teachers reported that, students watch and adopt their teacher's time management skills. The respondents recognised that, time management is a valuable skill to acquire, and students observe their teachers in order to learn effective strategies for organizing and prioritizing tasks. Students believed that imitating their teacher's time management habits will help them become more efficient and successful in their studies. For example, teachers who always get to class late will equally find students not yet settled in class for the day's lesson. The students will be moving around knowing clearly that the teacher will be late as usual. However, students will be prepared early enough to receive the teacher who is always punctual in class. Therefore, the higher percentage of respondents acknowledging this aspect highlight the significance of teachers' influence on students' time management behaviour. The findings by Ito et al., (2022) concur with this aspect, where they pointed out that in the case of curriculum innovation implementation, implementers put into practice what they acquire from the HC, such as learning to cope with poor time management as unpleasant curriculum innovation implementation conditions. This suggests that teachers' time management habits may have a negative effect on student's academic performance hence affecting their discipline.

Additionally, from the results in table 1, the aptitude to greet others, be courteous, and display good manners is considered essential within the secondary school setting. A significant proportion of students (83%) acknowledged the importance of respectful and polite behaviour, while teachers (84%) also shared the same sentiment. Therefore, students observe how their teachers interact with others, demonstrate empathy, maintain discipline, and replicate those actions to gain respect and develop their own moral compass. This implies that, the high agreement from both students and teachers underscores the influence of teachers' conduct on students, indicating that students actively observe and imitate their teachers' behaviour as a part of their HC. To buttress these findings, Myles et al., (2022) noted that HC includes the transmission of cultural values and attitudes such as obedience to authority and delayed gratification. Also, Schiro (2019) explains that the HC can shape students' values, beliefs, and attitudes, which in turn influence their behaviour both inside and outside the school. This implies that, students have internalized the values associated with good manner which are likely to be reinforced by the school environment.

The second objective of the study examined the strategies to enhance the effectiveness of HC on students' discipline in public secondary schools in Kigoma District. Data collected from the field are presented in table 2 as follows.

Table 2: Responses on the Strategies to Enhance the Effectiveness of Hidden Curriculum on Students' Discipline in Public Secondary Schools

Strategies to Enhance the Effectiveness of Hidden Curriculum	Students n=65 f(%)	Teachers n=25 f(%)	Total n=90 f(%)
Advocating for proper dressing style among teachers	62(95%)	24(96%)	86(96%)
Teaching values, attitudes and norms of behaviour	63(97%)	22(88%)	85(94%)
Develop school timetable &programme of activities	61(94%)	23(92%)	84(93%)
Teaching students the need for companionship	59(91%)	20(80%)	79(88%)
Teaching students problem solving skills	60(92%)	21(84%)	81(90%)
By inculcating the value of hard work	62(95%)	22(88%)	84(93%)
Training students the importance of dedication	58(89%)	19(76%)	77(86%)
Students given room to imitate adults (teachers)	60(92%)	18(72%)	78(87%)
Practice good time management	63(97%)	20(80%)	83(92%)
Formation of class groups	61(94%)	19(76%)	80(89%)
Harmonising interpersonal relationship	59(91%)	23(92%)	82(91%)
Teaching life skills	64(98%)	25(100%)	89(99%)
Upholding of traditional classroom-structure	58(89%)	21(84%)	79(88%)
Creating a sense of safety by including everyone in learning.	61(94%)	19(76%)	80(89%)
Encouraging teamwork	55(85%)	23(92%)	78(87%)

f = frequency, % = percentages, values in brackets are percentage of students and teachers who agreed with the statement. Those with contrary opinion to the statement are implied.

The data in table 2 shows that a total of 96% of the respondents that is, 95% of students and 96% of teachers agreed that school administrators, education officers and stakeholders in education sector always advocate for proper dressing style among teachers. This emphasise align itself with teacher's code of conduct requirement on dressing style. The code stipulates that teachers should put on attires that mirror respect to the profession, society and portray teachers as role model to students. Besides, the code contemplates teachers as parents or guardians who should conduct themselves responsibly (MoEST, 2019)

Furthermore, from table 2, 97% of students and 88% of teachers submitted that, teaching values, attitudes, and norms of behaviour is another strategy for enhancing the effectiveness of HC on students' discipline. The participants revealed that, this strategy focuses on explicitly teaching and reinforcing desired values, attitudes, and behavioural norms. The researcher found out that teachers are constantly reminded to use professional language while communicating to students. The use of foul language is completely forbidden in order to protect students from verbal abuse from teachers whose conduct is below expectation. In this regard, the HC explicitly mould students through intentional instruction, discussions, and modelling of appropriate behaviours. Employment of quality staff with sound moral value and self-drive through both intrinsic and extrinsic motivation would go a long way to enhance the effectiveness of HC on students' discipline. By providing clear guidelines and expectations, students understand what is expected of them, leading to improved discipline.

During the interviews, the school administrators provided the strategies adopted to enhance the effectiveness of HC on students' discipline in public secondary schools in Kigoma district whereby one among the interviewees noted that;

> The key strategies we've adopted to enhance the effectiveness of the HC on students' discipline is the promotion of a positive school culture thoroughly timely management of school events, advocating for proper dressing code among teachers & students and use of professional language all the time. We believe that the school environment plays a significant role in shaping students' behaviour. Therefore, we've worked to create an environment that encourages respect, accountability and cooperation. We've done this by setting clear expectations for behaviour, recognizing and rewarding positive behaviour, and consistently enforcing rules and

consequences (Personal Interview, 26thMay, 2023).

The study established that strategies such as guidance & counseling of teachers to behave well & conduct themselves with respect should be encouraged by school heads. Some newly recruited teachers both male & female may have inappropriate dress because of university mentality. Consequently, school heads should remind them about professional code of conduct and need to behave responsibly as part of curriculum learnt by students but not openly intended. To strengthen this finding, Mbele and Otieno (2022) noted that teacher's self-discipline is among the services the school should provide in order to maintain smooth running of the school.

In addition, data in table 2demonstrates that, a total of 93% of the respondents that is, 94% of students and 92% of teachers agreed that developing school time-table & programme of activities is a good strategy for enhancing the effectiveness of HC in public secondary schools. This strategy received disapproval from only 7% of the respondents. The hidden concept of planning will be learnt by students. The respondents agreed that, developing a well-structured school timetable and organizing various activities enhance the effectiveness of the hidden curriculum. While in agreement with the finding, a study by Ressa, et al., (2020) concluded that knowledge in time management as an aspect of HC can be a barrier for students with disabilities, suggesting the need for re-conceptualization of time within the framework of curriculum development. The findings further emphasized the importance of time management in the curriculum, not just for students with disabilities, but for all students in enhancing discipline. This implies that, by carefully planning the school schedule, schools create a conducive learning environment and allocate time for both curricular and co-curricular activities, which positively influence students' discipline.

Also, in table 2, the data indicated that, 91% of students and 80% of teachers agreed that, teaching students the need for companionship is among the strategies for enhancing the effectiveness of HC in public secondary schools. This statement received approval rating of 88% of all respondents. The respondents agreed that, teaching students about the importance of companionship fosters social skills, teamwork, and positive relationships among students, helps students understand the value of collaboration, empathy, and respect for others, which are essential aspects of discipline. These concur with Sulaimani& Gut (2019) who revealed that, HC provides tools and an understanding of social norms that are critical to success in society. Inclusive classrooms should integrate concepts of the HC into the learning process for

all students. To ignore the hidden curriculum will negatively affect children who already have an advantage in society, such as students who do not experience difficulties with executive functioning, as well as those with active and engaged parents/guardians/caregivers who are able to provide the supports and scaffolding for student success.

Table 2 shows that, 92% of students and 84% of teachers recognised that, teaching students problem-solving skills is also among the strategies for enhancing the effectiveness of HC in public secondary schools. The respondents indicated that, equipping students with problem-solving skills helps them become independent thinkers, encourages critical thinking, and promotes self-discipline. Also, Maxwell, et al., (2021) revealed that, the H Cis an essential component of the school curriculum since it exerts a significant and positive influence on children in various ways. It can, however, be a problem for school staff, particularly teachers who do not utilise this form of curriculum successfully or favourably. As a result, schools or professional educators should develop numerous courses on the hidden value of the curriculum, work with it, and equip teachers with this knowledge and skill set. This indicates that, by teaching students how to analyse and solve problems effectively, they develop resilience, perseverance, and the ability to make informed decisions.

On the other hand, during the interviews, another school administrator commented that:

> What we have implemented is the integration of character education into our curriculum. We have incorporated lessons on values such as honesty, integrity, and empathy into our daily teaching. This will not only help students understand the importance of these values but also provide them with practical examples of how to apply them in their daily lives. We believe that by teaching these values, we can help students develop a strong moral scope, which guides their behaviour both in and out of school (Personal Interview, 2nd June, 2023).

The school administrator further asserted that:

> In my school we have focused on fostering strong relationships between teachers and students. We believed that, when students feel connected to their teachers, they are more likely to respect them and follow school rules. Therefore, we encourage our teachers to take their time to get to know their students, understand their challenges, and provide them with the support they need. This has helped to create a sense of community within our school,

which has a positive impact on students' behaviour (Personal Interview, 2nd June, 2023).

From these remarks, the other strategies mentioned were encouraging students to imitate positive values from adults (teachers), practice of good time management, teaching values, attitudes and norms of good behaviour, teaching life skills and encouraging teamwork among students. In this regard, proper time management will enhance discipline of both students and teachers. It is necessary to observe school timetable all the time in order to ensure that school programme run smoothly. Notwithstanding, Bamkin, (2020) suggests that the HC can either reinforce or contradict the formal curriculum, leading to either positive or negative outcomes on students' discipline. Consequently, we should not be oblivious of the fact that it is relatively easier for learners to pick up the manners and way of life of teachers and other actors in school and internalise them better than even what is actually taught:

Regarding inculcating the value of hard work, the results show that, 95% of students and 88% of teachers supported this strategy. The respondents agreed that, instilling the value of hard work emphasizes the importance of determination, effort, and commitment in achieving goals. A related study by Høgdal, et al., (2019) demonstrated that, the HC can potentially reduce students' sense of value and importance of responsible management if left unaddressed. The HC is likely to remain an invisible barrier preventing business schools from developing more responsible graduates. Therefore, the schools should establish discussion of how to improve the alignment between the formal and hidden curricula as seems both important and timely. This implies that, when students understand the rewards of hard work and the consequences of laziness or complacency, they are more likely to exhibit discipline in their academic and personal endeavours.

The data in table 2 indicates that, 98% of students and 100% of teachers agreed that teaching life skills is a vital strategy for enhancing the effectiveness of HC towards students' discipline in secondary schools. The respondents acknowledged that, teaching life skills focuses on equipping students with essential skills that can contribute to their personal and social development. These skills may include problem-solving, decision-making, communication, and self-management. Also, Rossouw (2021) confirms the potential that awareness of the HC can bring such that, students cultivate their life skills through the HC. It is generally expected that students have developed sufficient interpersonal relationships and skills, cultural and generational awareness, and mastery of time management, the ability to take calculated risks, professional etiquette, and

breadth of communication skills, resiliency, and authenticity. By providing students with these skills, they are better equipped to navigate challenges, make responsible choices, and exhibit disciplined behaviour.

Moreover, the results in table 2 show that, 85% of the sampled students and 92% of the sampled teachers agreed that encouraging teamwork enhances the effectiveness of HC on students' discipline. The study participants reported that, promoting teamwork, cooperation, and active engagement among students positively influences their discipline. The research by Craig (2020) showed that, promoting collaboration, students can learn important social skills such as communication, problem-solving, and teamwork, which are essential for success in school and beyond. Besides, Mhlaba, et al., (2018) found that, encouraging small group learning and better integration of marginalized groups has also been found to have positive effects on the HC. This implies that by engaging in collaborative activities; students learn to work together, respect one another's contributions, and develop a sense of responsibility, leading to improved discipline.

5.Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The result of the study on the first objective revealed that, HCplays a significant role in shaping students' behaviour and attitudes in public secondary schools. This can be achieved by providing guidance &counselling, instruction on positive values, attitudes, and norms of behaviour, emphasizing honesty, fairness, and cultural understanding. Lastly, teachers should create a safe and inclusive learning environment that encourages responsible dressing style, proper time management, collaboration and provides opportunities for students to develop self-control, emotional intelligence, and social abilities. This can be achieved through group work, open discussions, and promoting a sense of belonging among students. Therefore, forHC to shape students' moral behaviour, the study emphasizes the need for teachers to recognize and incorporate it into their teaching practices.

Lastly, from the findings, this study concludes that various strategies mentioned such as guidance &counselling, encouraging students to imitate positive values from adults (teachers), practice of good time management, teaching values, attitudes and norms of good behaviour, teaching life skills and encouraging teamwork among students positively influences their

discipline. Proper time management will enhance discipline of both students and teachers. It is necessary to observe school timetable all the time in order to ensure that school programme run smoothly. The researcher established that the contribution of HCon students' discipline in public secondary schools is a complex and multifaceted issue that poses a significant challenge to educators, policymakers, and researchers. Subsequently, HC can either reinforce or contradict the formal curriculum, leading to either positive or negative outcomes on students' discipline. These strategies collectively contribute to shaping students' discipline and overall development of students in public secondary schools in Kigoma district.

5.2 Recommendation

Based on the study findings the following recommendations were made:

1. School administrators should create a positive and conducive learning environment by setting clear expectations and standards of behaviour. This includes promoting respect, punctuality, and cleanliness among students. Secondly, administrators should develop a comprehensive timetable and activities that allow for the integration of HC elements into daily school routines. This can include designated time for character education, life skills development, and values-based activities. Additionally, administrators should encourage the formation of class groups and foster harmonious interpersonal relationships among students. Lastly, administrators should provide support and resources for teachers to effectively implement the HC. This can include professional development opportunities, mentoring programs, and regular feedback and evaluation.

2. Teachers should be mindful of their words, actions, and appearance, as students often watch and imitate them. By demonstrating positive behaviours, professionalism, and respect, teachers can serve as role models for students. Secondly, teachers should incorporate life skills and values-based education into their lessons, explicitly teaching students about problem-solving, teamwork, time management, and ethical behaviour.

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