**THE CONTRIBUTION OF HEAD OF SCHOOLS IN CURBING TEACHERS’ PROFESSIONAL MISCONDUCT IN PUBLIC SECONDARY SCHOOLS IN KINONDONI MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA**

**2017**

# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “***Contribution of Heads of Schools in Curbing Teachers’ Professional Misconduct In Public Secondary Schools in Kinondoni Municipality, Tanzania***” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED, APPS) of the Open University of Tanzania.

……………………..……………

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……………………………………..

Date

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I, **Anna Sylvester Masiaga**, do hereby declare that this dissertation is my original work and that it has not been submitted and will not be presented to any other University for similar or any degree award.

……………………………..

Signature

……………………………..

Date

# DEDICATION

This research is dedicated to my beloved father, Mr. Sylvester Masiaga and my mother Benadetha Bhoke. You set the stage for my life-long journey of learning for that, thank you. It also dedicated to my family members. My lovely three children, Brighton, Brian and Beverly for all time they missed my tender care while concentrating on my studies. Your prayers and encouragement have been instrumental to the success of my study.

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# ABSTRACT

This study assesses the contribution of heads of schools in curbing teachers’ professional misconduct in public secondary schools in Tanzania. The focus was on exploring the forms of teachers’ professional misconduct in school, finding out ways used by school heads in curbing teaches’ professional misconduct and identifying challenges that school heads encounter in curbing teachers’ professional misconduct in Kinondoni Municipality. The study employed qualitative approach and quantitative approach with the use of descriptive survey design. The data was collected using interview, questionnaire and document review, in which random and purposive sampling techniques were utilized to select the population sample. Descriptive statistics and content analysis were used to analyze data. Validation of instrument of data collection was carried out by considering expert opinion, the instrument of data collection were piloted to one secondary school. Findings revealed that absenteeism, lateness, negligence of duties were the leading forms of teachers’ professional misconduct. It was also found that warning letters, use of attendance register and inspecting teachers’ lesson plan and lesson notes were the major ways used by heads of schools to curb teachers’ misconduct. Lastly, it was revealed that lack of cooperation from teachers and some education officers were major challenges heads of School face in curbing teachers’ misconduct. The study recommended that the government should give more power to the head of Schools to sanction teachers who show misconduct instead of going through different chains of command. Either Similar study could be conducted in other administrative districts and regions so as to provide a broader picture of the whole country.

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# LIST OF ABBREVIATIONS AND ACRONYMS

EFA Education for ALL

DEOs District Education Officers

CIPP Content Input Process and Product

TSD Teachers’ Service Department

OUT Open University of Tanzania

USA United State of America

MDGs Millennium Development Goals

# 

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND TO THE STUDY

# 1.1 Introduction

This chapter contains the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations of the study, scope of the study, conceptual framework and definition of the terms.

# 

# 1.2 Background to the Problem

Teachers play a vital role in the attainment of goals in education. They are responsible for high standards in education, transmission of national values and norms to their students by teaching them and/or being good models. Teachers are the transmitters of knowledge who ensure that children learn, they are role models to Students, and in most rural communities, they are the most educated and respected personages (Bennell & Akyeampong, 2007). They are at the front line of developing students’ understanding, skills, learning and core values. Teachers are therefore, the most important elements in producing quality education, thus, they are expected to abide to the professional code of conduct (Condy, 2008).

However, in spite of such values and importance attached to teachers and the teaching profession, professional misconduct and lack of integrity amongst teachers appear to be incompatible with the goals towards the attainment of quality education. Teachers’ professional misconduct disturbs the implementation of the planned interventions, particularly the correct functioning of teaching and learning process (Van Nuland & Khandelwal, 2006; Mothemane, 2013). Large number of teachers and other educational administrators has been engaging in various unethical practices across the world (Cameron, 2007).

In North America particularly U.S.A, between 2005 and 2012 there were more than 2500 cases of teacher misconduct of different forms, among others, raping, seducing and sexual abuse of female students by their teachers (Carlson, 2014). In the state of Alaska, for example, several charges of teacher misconduct involve sexual relation with students, drug-alcohol related offenses, misuse of corporal punishment and criminal conduct such as assault and theft (Carlson, 2014). In Canada, the cases of teacher misconduct are related to sexual abuse of students, academic fraud, contract violation and unlawful conduct that may involve convictions of varying nature (Hamilton, 2007).

Similarly, European countries experience several problems related to teacher unethical practices. In Germany and England for example, teachers are involved in selling examination questions and marks, selling front-row seat in large classes to students and forcing students to buy certain materials or additional materials to take private lessons (Chapman, 2012). In some schools in German teachers usually teach only part of the curriculum during regular classes, thus reserving the rest to be covered in the form of private lessons which must be paid for by students (Ochse, 2013), while in England sexual exploitation of female students is a common practice amongst teachers in some parts of the country (Gallagher, 2000).

In Asian countries, China and Bangladesh, for example, the rate of teachers’ misconduct has been increasing tremendously. Teachers are reported to engage in selling examinational papers or allowing someone else to take the examination for a certain candidate. Teachers are alleged of demanding illegal payments from students so as to provide them with answers in return during examinations as well as forcing them to pay for private tutoring (Bray, 2003). In Latin America, teacher professional misconduct is amongst the most threatening factors for quality education and the attainment of Education for All (EFA). In Peru and Brazil, for example, the primary reasons for the dismissal of teachers have been physical and sexual abuse of students, illegal tuition, drunkenness, absenteeism and other unethical behavior (Bray, 2009).

In Africa, the Sub-Saharan countries experience more problems of professional misconduct amongst teachers and other educational administrators. In West Africa, testimonies from students suggest that, amongst others, teachers’ misbehaviors such as absenteeism and academic fraud, sexual exploitation is the most pervasive in the region (Behrendt & Mormbaye, 2008). In Niger, for instance, 47.7% of students had observed teachers expressing feeling of love for a fellow student, while 88% of teachers revealed the prevalence of sexual incidents of different forms between students and teachers at their schools (Espey & Nicola, 2008).

The Southern and Eastern parts of Africa face the drastic increase of the actual incidence of serious teacher professional misconduct as a result of ineffective management and limited school and teacher accountability. In Malawi, for example, the Ministry of Education is overwhelmed with disciplinary cases, which usually involve teacher sexual misconduct with students, examination fraud, substance abuse (drug abuse) and theft of teaching and learning materials (Bennell & Akyeampong, 2007). In East Africa, particularly Uganda, teacher professional misconduct has been persisting for quite a long time. Teachers often appear drunk during school hours, demand unauthorized fees and engaging in love affairs with their students (World Bank, 2004). Similarly, teachers’ absenteeism and *ghost teachers* have been increasing tremendously. For instance on average, 1 teacher out of 4 is absent on a normal school day (Hallak & Poisson, 2007).

In Tanzania, the incidents of teachers’ professional misconduct can be observed through various studies, which were previously done in the country. Boimanda (2004) reveals some teachers’ professional malpractices that are commonly practiced by teachers. These include immoral conduct, absenteeism, corruption, tuition for business and unethical dressing. Teachers are also involved in examination malpractices, sexual misconduct, forgery and cheating (Anangisye, 2006). It is estimated that as many as one in seven male teachers at rural public secondary schools in the county have a drunkenness problem (Barrett, 2004). Along with that remote teaching is a common practice amongst teachers in the country, whereas teachers use class prefects to read or write notes for other students while he/she is somewhere else doing private activities (World Bank, 2005).

As result of increasing rate of teachers’ professional misconducts in the country, Teachers’ Services Department (TSD) which deals with teachers’ disciplinary issues related to professional misconducts dismisses 200 to 300 teachers for various professional misconducts each year (TSD, 2004). Table1.1 below summarizes the number of teachers dismissed from service from 2006 to 2012.

Table 1 1: Teachers Dismissed from Service for Various Disciplinary Offences between 2006 and 2012 in the Tanzania

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of disciplinary offences** | **2005/06** | **2007/08** | **2009/10** | **2011/12** | **Total** |
| Absenteeism and refusal of transfer | 47(46%) | 339(65%) | 126(59%) | 192(52%) | 704(60%) |
| Drunkenness | **-** | 15(3%) | 26(12%) | 38(10%) | 79(7%) |
| Corruption | 3(3%) | 1(0.2) | 1(0.5%) | 3(1%) | 1(1%) |
| Drug abuse | - | - | - | 1(0.3%) | 1(0.1) |
| Ghost teaching | 3(3%) | 10(2%) | 9(4%) | 6(2%) | 28(3%) |
| Examination malpractice | 25(25%) | 35(7%) | 1(0.5%) | 11(3%) | 72(6%) |
| Forgery | 19(1%) | 3(0.6) | 4(2%) | 16(4.4%) | 24(2%) |
| sexual relationship with students | 17(17%) | 77(15%) | 37(17.5%) | 63(17%) | 194(17%) |
| Insubordination | - | 6(1%) | 2(1%) | 10(3%) | 18(2%) |
| Fighting and quarrels | 3(3%) | 9(1.7%) | 1(0.5%) | 7(2%) | 20(2%) |
| Negligence | - | - | - | 1(0.3) | 1(0.1%) |
| Murder | - | - | - | 1(0.3%) | 1(0.1%) |
| Theft and destruction | 2(2%) | 13(2.5%) | 3(1.5%) | 10(3%) | 28(3%) |

Source: Teachers’ Service Department (2014)

Data in Table 1.1 suggest that the cases of disciplinary offenses amongst teachers increased besides the disciplinary actions taken by TSD. In order to curb the persistent increase in teachers’ professional misconduct in education sector more specifically in schools, various actors have a role to play. School heads are one of the most important educational administrators who can contribute in addressing the problem, since they are the one who work closely with teachers in schools.

Head of schools are one of the most single determinants of the overall quality and effectiveness of schools (Barrett, 2004b). They have a role to ensure the efficient and transparent administration of the schools. Many of the day-to–day head of schools’ management issues are very practical and of critical importance (Oduro, 2003). In many areas working to reduce teacher absenteeism is a major priority of the head of schools (Lewin, 2003). Head of schools have a particular role to play to change the culture of violence among teachers against their students and establish a more participatory and democratic school environment. The effectiveness of head of schools in achieving high quality education depends on his/her ability to provide professional guidance to teachers and maintain discipline in schools (Oduro, 2009).

In Tanzania, after introduction of the Public Act, 2002 and Regulations, 2003, much was expected on the improvement in teachers’ working ethics and decline of teachers’ professional misconduct as the heads of schools were given responsibilities to assess and monitor teachers’ professional conduct within their schools. However, besides that, there has been persistent increase in teachers’ professional misconduct in Tanzania Public secondary schools. Thus, this condition provides the justification for this study as it seeks to assess the contribution of head of schools in curbing teachers’ professional misconduct in Public secondary schools in Tanzania, particularly, in Kinondoni District.

# 1.3 Statement of the Problem

Education quality of any nation depends much upon the quality of its teachers, since teachers are amongst the key elements in the attainment of educational goals. The persistent increase in teachers’ professional misconducts in schools has been impeding the progress towards implementation of educational goals, particularly Education for All (EFA) and Millennium Development Goals (MDGs).

The Education Act No. 25 of 1978 with its amendments in 1995 and 2002 stipulates different groups of actors in management and administration of education, which amongst others include the head of schools. The role of head of schools is to monitor professional conduct amongst teachers and maintain discipline in their schools. In this regard, the major question that this study sought is to assess how the head of schools contribute in curbing teachers’ professional misconduct.

# 1.4 Purpose of the Study

The purpose of this study was to assess the contribution of heads of schools in curbing teachers’ professional misconduct in public secondary schools in Tanzania.

# 1.5 Objectives of the Study

Specific objectives of the study was to:

1. Explore the forms of teachers’ professional misconduct in school
2. Find out the ways used by school heads to curb teaches’ professional misconduct.
3. Identify the challenges that school heads encounter in curbing teachers’ professional misconduct in schools.

# 1.6 Research Questions

1. What are the forms of teachers’ professional misconduct in schools?
2. What are the ways used by school heads to curb teachers’ professional misconduct?
3. What are the challenges that school heads encounter in curbing teachers’ professional misconduct in schools?

# 1.7 Significance of the Study

This study is significant in the different ways:

It may provide greater insight to the policy makers and other education officers on the practical ways of dealing with teachers’ professional misconduct. Since the study will explore the character of teachers’ professional misconduct in schools and the challenges that head of schools face in curbing teachers’ professional misconduct, the policy makers will be in a better position to understand the real condition of teachers’ misconduct and find out the proper ways to help the head of schools to curb the problem

The study may contribute to further research undertakings on teachers’ professional misconduct in educational institutions and the role played by head of schools in curbing them. The findings of this study may be used as point of reference by those who will conduct study on head of schools’ contribution in curbing teachers’ professional misconduct both inside and outside the country.

# 1.8 Limitations of the Study

The study encountered some limitations; in most of the sampled secondary schools respondents were either busy preparing for mid-term tests or on mid-term break and Form Four Mock Examinations. The researcher continued to follow up for an extra two weeks until the appointments were fulfilled. This affected the time schedule though in the end did not alter much the planned accomplishment procedures.

However, it is hoped that in concentrating on a small sample of schools, some unique observations were made that might have qualitatively different bearing on practice on the educational system in general. To overcome this limitation, researcher had to visit one school more than three times to meet respondents’ time table demand. Also some teachers and students were reluctant to open up on forms of professional misconduct teachers engaged. To overcome this, researcher had to build report with teachers and students by explaining purpose of the study. Recording keeping on forms of teachers’ misconduct and punishment were missing in all schools visited. To overcome this researcher had to depend on other sources of information.

# 

# 1.9 Scope of the Study

First, the study confined to public secondary schools in Kinondoni municipality. Second, the study involved Educational officials such as DEOs, TSD Officers, School inspectors and heads of schools, teachers, students as respondents to provide information on the contribution of head of schools in curbing teachers’ misconduct.

# 

# 1.10 Conceptual Framework

In this study, the CIPP model of evaluation adopted from Stufflebeam (1971) will be used. The CIPP evaluation model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions and systems (Stufflebeam, 2000). Corresponding to the letters in the acronym CIPP, this model’s core parts are context, input, process, and product evaluation. According to the model, the elements of this model are interdependent and evaluation is done at each stage of the model. The researcher has opted to adopt this mode basing on the premise that, first; the nature of the study itself is evaluative in nature, since it seeks to assess the contribution of head of schools in curbing teachers’ professional misconduct in public secondary schools. Second, the model itself is adaptable and widely applicable in a range of disciplines and service areas such education, housing and development and military personnel review systems as pointed out by Stufflebeam (2000).

**The Context**

Context evaluations assess needs, problems, assets and opportunities to help decision makers define goals and priorities and help the broader group of users to judge goals, priorities and outcomes (Stufflebeam, 2003). Context evaluation can be done before, during, or even after the program, project or other improvement efforts (Stufflebeam, 2000).In this study the context comprise of variables such as the Secondary school institutions, the challenges involved in curbing teachers’ professional misconduct and the strategies to cope with the faced challenges. Through assessment of the school institutions and the challenges that are related to teachers’ professional misconduct, the decision makers such as Ministry of education and vocational training and Teachers Service Department officers will be able to improve the goals by assessing institution’s strengths and weaknesses as well as needs in order to fight teachers’ misconduct in schools. In turn, this will facilitate the attainment of goals depending on the proper assessment of other elements within the model.

**Input**

Input evaluations assess alternative approaches, competing approaches, competing actions plans and budget for their feasibility and potential cost-effectiveness to meet target needs and achieve goals (Stufflebeam, 2003). In order to curb teachers’ professional misconduct critical assessment of the head of schools’ contribution, school rules and regulations, school by-law and standing orders is of paramount importance. Such variables will help to guide decision makers to choose among the competing plans and approaches to meet target needs and achieve the goal, which is to combat the problem of teachers’ professional misconduct in schools.

**The proces*s***

The process acts as a mediating stage between the context, inputs and the product. It is an ongoing check on a plan’s implementation and documentation of the process, including changes in the plan as well as key omissions or poor execution of certain procedures (Stufflebeam, 2000). In this regard, variables which will be involved in implementation to curb teachers’ professional misconduct in public secondary schools include weeding misbehaving teachers, teachers’ code of professional conduct, reprimands and warnings, teachers’ professional training (in-service training), provision of seculars, conducting seminars and workshops on good conduct, provision of counseling and guidance to teachers, provision of seculars and school motto and mission. Careful assessment of such variables will help to identify some implementation problems and make corrections in the activities or plans. For instance, lack of the sense of ownership can be a hindrance to teachers’ adherence to code of professional conduct, thus calling for teachers’ involvement during the formulation of teachers’ code of professional conduct.

**The product**

Product evaluation is conducted purposively so as to measure, interpret and judge an institution’s achievement and it involves the assessment of both intended and unintended outcomes, positive and negative outcomes, and short term and long term outcomes (Stufflebeam, 2003). The product is greatly influenced by other variables such as context, input and the process, though in turn it can also influence such variables depending on the types of the outcomes. In this study the product such as reduced teacher professional misconduct, declined rate of teachers to follow the code of professional conduct, increased teaching performance, attainment of educational goals, increased teacher accountability, integrity and punctuality will be greatly determined by the context, the input used and the nature of the process involved.

The logic behind this model is that, its elements are interdependent and they interact with one another. The product is greatly influenced by the context, input and the process, thus if one these three elements is encountered by some problems, its impacts affect the product and the whole system. On the other hand, the type of product determines the appropriate context, input and the process. Therefore, getting rid of teachers’ professional misconduct in schools will depend on the nature of the context in which the malpractices occur (in schools), the inputs used to curb them and the transformation process. Figure 1.1 shows the diagrammatical representation of the elements of the model.

**Context**

* Secondary School Institutions.
* Challenges to the curbing of teachers’ misconduct.
* Strategies to cope with the faced challenges

**Input**

* Contribution of head of schools.
* School rules and regulations
* School by-laws
* Standing orders

**Process**

* Provision of code of professional conduct
* Reprimands and Warning
* Weeding misbehaving teachers.
* In-service training
* Seminars on good conduct for teachers.
* Counseling
* Provision of policies & seculars
* School mission and motto

**Product**

* Reduced teacher professional misconduct.
* Increased teaching performance.
* Attainment of educational goals.
* Increased teacher accountability and integrity
* Teacher punctuality

Figure 1.1: Diagrammatical Representation of the Conceptual Framework of the Contribution of Head of Schools

**Source:** Stufflebeam (1971)

# 1.11 Definition of Terms

**Curb**: Means to control or limit something in order to prevent it from having a harmful effect

**Disciplinary offence:** Refers to any act or misconduct or failure to meet set targets or to discharge duties in a reasonable or satisfactory manner.

**Ghost teachers:** Refers to teachers who appear in the pay-roll thus receiving monthly salaries while they are not working in schools.

**Head of school:** Refers to someone who is in charge of a school.

**Public secondary school:** Refers to secondary schools own by government

**Remote teaching:** Refers to a system whereby a teacher uses class prefects or representatives to writes or read notes for other students to copy while a teacher is doing other businesses.

**Teachers’ professional misconduct:** Refers to teachers’ unprofessional behavior that is not in accordance with accepted standards of the teaching profession.

1:12.Organization of research report.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

# 

# 2.1 Introduction

This chapter contains theoretical and empirical literature on teachers’ professional misconduct. Specifically, the chapter will review the theory related to the study; literature on indicators of teachers’ professional misconduct, the contribution of head of schools to curb teachers’ professional misconduct and challenges that school heads encounter in curbing teachers’ professional misconduct were also covered. Lastly summary of literature reviewed and gap identification were provided.

# 

# 2.2 Theoretical Framework

Theoretical perspectives reveal strong evidences that the prevalence of misconducts among teachers is socially constructed. In this regards, the social learning theory is used to explore the factors influencing misconducts and their possible forms as well as their consequences towards students and teachers. According to Bandura in 1977 the social learning theory stipulates that individuals learn how to behave by observing and re-enacting the behavior of the role models (Kaijage, 2012).Bandura’s social learning theory describes humans as dynamic; information processing; problem solving and above all, social organisms (Misokia, & Mihayo, 2009). Whether we learn from direct vicarious experience, most of our learning usually involves other people in a social setting. In this regard, Bandura’s ideas on how the social environment influences others’ behavior can be viewed in terms of modeling. Every day and hour after hour, people watch and listen to what others say and do; and they pick up what is good or bad for their high or low achievement (Anangisye, & Barrett, 2005).

According to Osaki (2012) a good teacher should be a role model to the students. The teacher should have a hard working spirit and good manners; should be diligent and honest so that pupils can be able to emulate. The unqualified teachers produce the half baked students while the qualified ones are able to produce learners with true vision about life. For example we do not expect a teacher to be lazy, drunk, thief, brutal, harsh and dictator (ibid). Individuals acquire complex behavior due to their exposure to competent models that display positive or negative behavior in solving problems and coping with their world.

Based on this theory, factors influencing teachers’ misconducts are particularly the school management, economic factors, cultural practices, values, beliefs and traditions seem to be socially approved. For example, some teachers seem to be addicted by alcohol, but no disciplinary measures are being taken against them. Teachers need to help children within and outside school setting understand character traits and values (Oladipo, 2009).

The teacher is a model for the students, such that the particular and concrete meaning of such traits as honesty, fair play, consideration for others, tolerance and sharing are picked up by observing, imitating, and discussing what teachers do in the society. Young children often idealize their teachers, watch them closely and try to emulate their behaviors. In other words, teachers are models to the students.

# 2.3 Review of Empirical Literature

# 2.3.1 Indicators of Teachers’ Professional Misconduct

There is a myriad of indicators that demonstrate the decline of teacher ethics in the country. Various studies and mass media such as newspapers, radios and television have been reporting a number of cases of unprofessional practices committed by teachers in different parts of the country. Related cases of misconducts were found in India where a schoolgirl was stripped in her class by the teacher, for not completing homework Anangisye, 2006; Betwel, 2013; Mkumbo, 2012). In a study aimed at establishing how principals managed educator misconducts in South Africa, Mothemane (2003) reveals that educator misconducts ranged from financial to sexual ones. One sad and worrying issue is of male teachers involved in sexual relations with the learners. Another study conducted in Kenya by Ng’oma and Simatwa (2013)revealed that various forms of teacher misconducts were experienced in Nyando District-Kenya, which included lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, code of regulation corporal punishment, sexual immorality, insubordination, drug abuse, assault and desertion of duty. Teachers’ misconducts were influenced by work environment, home background, teacher character and school leadership. About 1400 teachers face various disciplinary cases each year in Kenya (Otieno et al., 2007).

Literature informs that some male teachers are accused of several forms of misconduct committed by teachers in different parts of the country including having sexual relationships with their female students (Kuleana, 1999). On April 28, one teacher at Mafuru primary school was arrested and questioned for allegedly raping and sexually abusing 13 School children. An investigation continued at year’s end. Another reported incidence about primary school teacher in Bukoba District-Tanzania is corporal punishment administered to them because of their misconducts. In February 2009,a District Commissioner in Bukoba ordered police to cane 19 school teachers for tardiness and poor performance of the students in national exams. Seven female and 12 male teachers were caned in front of students. On February 14, President Kikwete dismissed the District Commissioner. The teachers filed a civil suit against the District Commissioner for 300 million Tanzanian shillings approximately to($203,000). The case continued at year’s end (BDHRL, 2011).*Uhuru* (July 11th, 2009) for example, had the following report; “*Mwalimu kizimbani kwa kujaribu kubaka*”, “*A teacher has appeared in the court due to rape attempts allegations”*. In the above incident it was reported that a teacher at St. Agrey Secondary School in Mbeya region attempted to rape his own student. Similarly, *Nipashe* (July 4th, 2008) had the following report “*Wanafunzi waapa kuwaumbua walimu wapenda ngono*”, “*Students swear to report on sex maniac teachers”* In the above report it was said that students in Mbeya region were planning to identify male teachers who had a tendency of engaging into sexual practices with their students.

The study by UNESCO and UNICEF on secondary school condition in least developed countries reveals that among 14 surveyed countries Tanzania had the highest rate of teacher absenteeism (Kuleana, 1999). According to TTU and Haki Elimu Survey in 2003, 41% of rural (primary and secondary school) teachers had been absent at least once in the previous three months (Bennel and Mkyaruzi, 2005). The rate of teacher absenteeism in the country is estimated to be 38% (The World Bank, 2005). As a result of persistent absenteeism and being late or not showing up for work, the Bukoba District Commission ordered 19 teachers to be canned publicly (BBC News, February 13, 2009).

Anangisye (2006) reported that some teachers conspire with the examination invigilators who illegally release the examination papers whereas the teachers solve them and give the answers to their students. *Sunday Citizen* (May 18th, 2009) reported that “*Don urges end to exam leakage*”. Speaking on the 20th anniversary of launching of the School of Education at University of Dar es Salaam, the School Dean revealed that forgery and leakage of examinations signify moral decay and lack of ethics and professionalism among teachers in the country (Sunday Citizen, 2009).

The government statistics show that 39 primary school teachers were dismissed from teaching profession in 2011 because of misbehavior and 145 of them because of truancy (BEST, 2012). This number is unusual. Teachers need to live in accordance with professional codes of conducts. It seems that in Tanzania the observance of the codes of conduct by secondary school teachers is too low. The available data show that the Teachers Service Department (TSD) which is responsible for dealing with teachers’ disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year for various professional misconducts (TSD,2008). Various concerns have been raised about the way the TSD deals with discipline cases among teacher in Tanzania. There has been much focus on immoral sexual misbehavior and less focus on those teachers who do not attend classes punctually and who do not help weak learners (Osaki, 2012). Other teachers are drinking heavily and misconduct themselves outside the class and sometimes are brutal to learners but the responsible organs including TSD do not deal with such professional misconducts.

# 2.3.2 Strategies used by School Heads/Administrators to Curb Teachers’ Professional Misconduct

Management for teacher misconduct is thus very pertinent in teaching profession. “The laws in many states require that teachers be people of good moral character (Barrettt, 2004a). Teachers who are found not to be of good character may be denied certification in most states. In United States of America for example the National Education Association; the major national association of teachers, provides a brief statement of ethical guidelines on the expected behaviors of teachers (Barrettt, 2004b). Similarly in Tanzania, Teachers Service Department (TSD) had prepared the Code of Regulations for Teachers and Code of Conduct and Ethics for Teachers which teachers are advised to adhere to (Anangisye, 2006).

Anangisye (2006) report that the heads or principals of secondary schools are responsible for every teacher misconduct or unprofessional practices at their service area, this can be in any form whether productive or unproductive given that it has happened at their service premises. He shows that since misconducts at any given institution are inevitable, thus the first responsible person to deal with them are the secondary school heads, They are the ones who can take disciplinary action such as warning or report to higher level.

Barrettt, 2004a) show the importance of including secondary school heads in dealing with teachers misconduct in their schools, since are the administrators on behalf of the governing body (government or owners of secondary schools in case of private owned). In that sense the heads of school has responsibilities of managing teachers’ professional misconducts at secondary schools since are the ones who have taken oath to managing schools, in any situation.

In Whitaker’s (2012) book about highly effective heads of schools, he shared his insight regarding different traits that highly effective heads of schools shared when dealing with teachers’ misconduct. The first five traits dealt with addressing the issue, dealing with the teacher as a professional, and having the head of school act as the funnel. He required the head of school to focus on people not programs, to be the variable, to treat everyone with respect, to have the head of school be the filter, and, because the head of school is the instructional leader, he must be able to teach the teachers. Furthermore, when dealing with difficult teachers, head of schools set high expectations, demonstrate compassion, and attempt to make sure that their teachers are comfortable in situations. Whitaker (2012) subscribed to the theory that the key to addressing teachers’ misconduct is to be caring and compassionate, while confronting and addressing negative or ineffective teachers at the onset. It is important for effective leaders to work to repair damaged situations or relationships in order to better deal with difficult teachers.

Boimanda, (2004) offered the benefits of her experiences in her approach to dealing with misconduct teachers by focusing on the seven habits of highly effective principals: being an assertive administrator, being a character builder, being a communicator, nurturing a positive school climate, being a contributor, conducting assertive interventions, and doing it today. By following these tenants, Boimanda, believed that head of schools can be very successful. Her approach sought to work on many levels to create a successful school environment.

# 2.3.3 Challenges Facing School Heads in Curbing Teachers’ Professional

A number of studies have highlighted challenges, which face head of schools in many countries in managing teachers’ misconduct. Such challenges include lack of support from teachers and administrative people (Lahui-Ako, 2001), lack of cooperation in addressing teachers misconduct (Bush, & Oduro, 2006; Bray, 2009; Oplalka, 2004) and uncooperative attitude of School Management Committees in dealing with teachers misconduct (SMCs) (Harber and Davies, 2002). Lahui-Ako (2001) argues that inadequate preparation and training of head of schools, lack of sufficient authority in discharge of their duties and head of schools combining management with teaching leaves no time for head of schools’ effective management of teachers in schools.

In some school in most developing countries head of schools engage in professional misconduct such as embezzlement of public funds, demanding illegal fees from students and examination malpractices (Anangisye, 2006; Betweli, 2013; Bonga, 2005; Boimanda, 2004; Mkumbo, 2012), thus tarnishing their image among their colleagues and the community in which they operate and as a result they fail to take action to other fellow teachers professional misconduct.

Similarly, head of schools in developed countries encounter some challenge in managing schools particularly teachers’ performance. Whitaker (2003) points out that the increased financial, personnel and site responsibilities coupled with pressure to focus on professional matters such as curriculum have left head of schools pulled in different directions and hence fail to deal with teachers’ professional misconduct. In England for instance, head of schools are torn between focusing on their instructional leadership role and professional matters and concentrating on their administrative roles (Berber, & Mourshed, 2007). Therefore, apart from having crucial role in the attainment of educational goals at school level head teachers are encountered with a lot of challenges in dealing with teachers’ misconduct due to duality of role.

# 2.4 Literature Summary and Gaps

The intention of this section was to pull together the different parts of literature review in order to establish the knowledge gap. With regard to the review, studies have revealed various indicators of teachers professional misconduct. Some of these indicators are lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, code of regulation, corporal punishment, sexual immorality, insubordination, drug abuse, assault and desertion of duty (Ng’oma & Simatwa, 2013). However, from the review, on the one hand, very few comprehensive studies within Tanzania have been undertaken to address the contributions of heads of schools in managing teachers professional misconduct. On the other hand previous studies on this area are based on different geographical contexts. On this ground, their findings cannot be generalized. Omari (2011) asserts that the size and the representation of samples, limit the conclusion and generalizations that can be drawn from the findings. This study therefore, will focus on assessing contributions of heads of schools in curbing secondary schools teachers’ professional misconduct.

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# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Introduction

This chapter explains the methodology that will be used in this study. Specifically, it informs on the research design, approach of the study, research location, population, sample and sampling procedures. It also presents data collection instruments, procedures and data analysis plans.

# 3.2 Research Design

This study employed descriptive survey research design. Fraenkel and Wallen (2000) defined descriptive survey design as a research study, which describes existing conditions without analyzing the relationship among the variables. This study used descriptive survey design because of its ability to combine qualitative and quantitative elements. The use of descriptive survey design enabled researcher to use questionnaire, interview and documentary review to collect data. Hence it enabled acquisition of a rich, robust, holistic description and understanding of the problem under investigation.

# 3.3 Research Approach

The present study employed mixed research approach in exploring the contribution of head of schools to curb teachers’ professional misconduct. Qualitative research entails a means for exploring and understanding the meaning individuals or groups ascribed to a social human problem (Creswell, 2012). Qualitative approach dominated the large part of study as the study seeks to generate the general theme from the analysis and interpretation of the collected data on the contribution of head of schools in curbing teachers professional misconduct. Thus, it facilitated in gathering direct opinions of participants through interview, observation checklists and focus group discussion.

On the other hand, quantitative approach, which is more interested in number and statistical procedures were adopted to complement the study. Therefore the use of both approaches make it possible for the researcher to use strategies of both approaches to confirm, cross-validate or corroborate findings within a single study as posited by Creswell (2012).

# 3.4 Area of the Study

This study was conducted at Kinondoni municipality in Dar es Salaam region. The selection of this municipality is based on the premises that: firstly, the selected district has large number of public secondary schools in Dar es Salaam, compared to other two districts, namely Temeke and Ilala municipalities. Kinondoni municipality has 63, Temeke 38 and Ilala has 34 out of 135 public secondary schools in Dar es Salaam region (Dar es Salam Regional Educational Statistics, 2013). Selection of this municipality provided a large and representative sample. Secondly, Kinondoni municipality has large number of teachers who are 179 compared to 84 of Ilala and 104 of Temeke. This offered large population sample size. Lastly, Kinondoni municipality had more reported cases of teachers misconduct compared to Ilala and Temeke whereby in 2013 more than 56 secondary school teachers received warning letter from TSD after failing to abide to teacher code of conduct compared to 34 and 29 of Ilala and Temeke respectively (TDS, 2013).

# 3.4 Target Population

The target population of this study included the following groups of stakeholders; 5 Educational officers, 3 TSD officers, 63 head of schools, 179 teachers and 2530 students in Kinondoni municipality. These groups of respondents were expected to provide the researcher with information on the contributions of heads teachers in curbing teachers’ misconduct in their schools.

# 3.5 Sampling Techniques and Sample Size

# 3.5.1 Sampling Techniques

The sample of respondents from the targeted population was drawn by using probability and non-probability sampling techniques.

**(i) Purposive Random Sampling Technique**

Purposive sampling technique was used in selecting heads of schools and TSD officers. These were selected purposively due to their strategic position and their responsibility in curbing teachers’ professional misconduct. Therefore, they were in a good position to provide valuable and reliable information on their contributions in curbing teachers’ professional misconduct.

**(ii) Simple random Sampling Technique**

Students were selected through simple random sampling techniques. To get equal representation all students in each school were putting in sample and selected according to their gender. Then, 21 female and 21 male students were selected randomly from each gender group in each school to form a total number of fourty two (42) students from each school. The researcher wrote in 42 small pieces of paper *“selected*”, 21 for girls and other 21 for boys. The rest of papers were written “*not selected”,* all papers were mixed up. The students were invited to pick one piece of paper from each group of gender. Those who picked *“selected”* formed the sample of the study. Students were selected because they are mature enough to give the required information and they had more school experience compared to students in the other grades

# 3.5.2 Sample Size

Sample size was obtained by using percentages of the target population. 10% of target schools and students were selected. 10% of secondary school teachers were selected. This is because in descriptive studies, 10% to 20% of the population is recommended.

**Teachers’ Services Department (TSD)** Officials were selected purposively since are responsible for teachers’ welfare including teachers’ disciplinary issues. The Public Act, 2002 and Regulations, 2003 give the TSD the mandate of managing teachers’ discipline in the country, thus their information on the contribution of head of schools in curbing teachers’ misconduct is very crucial.

**Head of schools-**purposive sampling was used to obtain sample of Heads of schools due to their positions and related responsibility to schools’ management. Head teachers are in charge of all management and administrative issues at school level where amongst others, their main role is to monitor teachers’ performance and maintain discipline in their institutions. In addition to that, head of schools was obtained from the sample schools.

**Teachers-**They were involved due to their potential role as the key resource personnel in observing teacher professional code of conduct by abiding to teachers’ ethics of conduct.

**Students**- students were selected from those schools where teachers selected. Students helped to provide the researcher with relevant information since they are the primary victims of teachers’ professional misconduct. They are amongst the key elements of schools whose are served by both teachers and head of schools, thus the chances of getting relevant information from them are great. The sample size for this study is indicated in Table 3.2.

Table 3.1:Distribution of Expected Sample Composition

|  |  |  |
| --- | --- | --- |
| **Types of Respondents** | **Sample Size** | **Percentage** |
| Heads of Schools | 63 | 10% |
| TSD Officials | 3 | 100% |
| School teachers | 179 | 10% |
| Student | 2530 | 10% |
| **Total** | **2775** | **280** |

The sample size of 280 is large enough to provide sufficient information regarding curbing of teachers’ misconduct. As pointed out by Kothari (2004) the sample must be of optimum size, should neither be excessively large nor too small. Kombo and Tromp (2006) pointed that generally a researcher would need at least 10% of population size.

# 3.6 Data Collection Instruments

Three specific methods of data collection was used in the current investigation. These were interview, questionnaire and documentary review.

# 3.6.1 Interviews

Interviews are common means of collecting qualitative data because they allow the researcher to enter into persons’ interpretations and the meaning they made from these perspectives. This study employed semi-structured type of interview. Semi-structured interviews are guided conversations where broad questions are asked, which do not constrain the conversation, and new questions are allowed to arise as result of the discussion. Interviews were used to solicit information from the TSD officers (Appendix D) and heads of schools (Appendix B) regarding contributions of heads of schools in curbing teachers’ professional misconduct.

# 3.6.2 Documentary Reviews

Documentary review involves gathering information from secondary sources such as research reports and carefully written official records or documents. In this study, documentary reviews included heads teachers’ circular and standing orders, and teachers’ code of professional conduct. All these documents are important to this study since they describe the role of head of schools and what teacher should and should not do respectively. Data from DEO’s Office on the roles and responsibilities of head teachers in curbing teachers’ teachers’ professional misconduct and the procedures involved in appointing head of school were also included.

Other documents like warning letter, attendance register were obtained from head teachers’ offices. Such documents are helpful to the research since they provided her with information on the nature and character of teachers’ professional misconducts and the role played by head of schools in curbing them in various school settings.

# 3.6.3 Questionnaires

Questionnaires also were employed as a means of collecting data. Questionnaires were used because they tend to cover large population. Besides, respondents have adequate time to give well thought responses, and respondents who are not easily approached can be reached conveniently by this method. Questionnaires were administered to teachers and students. Questionnaires for students were administered and collected in the classroom with the support of the class teachers (See appendix, C). Teachers were given questionnaire in their offices and researcher collected questionnaire on agreed time and day (See appendix A). Closed-ended questions were adopted because they normally take little time and keep the respondents stick to the point as Kothari (2004) points it out.

On the other, open-ended questions were employed since they facilitate in getting free response from respondents’ own words. Questionnaires administered to such participants solicited information about their views towards the nature and forms of teachers’ misconduct, ways used by heads of school in curbing teachers’ professional misconduct and effectiveness of heads of school in dealing with teachers’ professional misconducts. Also data was gathered in order to know challenges face heads of school in curbing teachers’ professional misconduct.

# 3.7 Validity and Reliability of Instruments

# 3.7.1 Validity of Instruments

According to Kothari (2004), validity aims to ensure that the instruments of data collection truly lead to the scientific findings in relation to the objectives of the study, and that the results to be derived from the informants are not accidental and contradictory. A valid assessment is the one, which measures what it intends to measure. In this study validation of instruments in terms of face validity and content validity in terms of sampling and item validity was carried out by considering expert opinion whereby the research supervisor reviewed and gave suggestion for improvement. Moreover, adequate and appropriate representation of the contents estimated by evaluating the relevance of the items in relation to the objectives of the study. Also in order to ensure validity of the developed data collection instruments was piloted to five teachers, one head of school and 20 students in one secondary school. The purpose was to check relevance of the items and identification of ambiguities in each instrument. The piloted school and respondents were not involved in the final study.

# 3.7.2 Reliability of Instruments

This indicates consistency in approach across different researchers and different project (Creswell, 2012). Reliability address whether repeated measurements and assessment provide a consistent. To ensure reliability of instruments under this study researcher used peer review. Fellow masters students were given all instruments to review and all ambiguity were removed. Additionally, triangulating methods was used as sources of data collection.

# 3.8 Data Analysis Plan

Quantitative data from questionnaire relating to the general information about forms of teachers professional misconduct and contribution of heads of schools in curbing teachers professional misconduct and the challenges they face were analyzed descriptively by computing means, frequencies and percentages. Moreover, qualitative data from interviews were subjected to content analysis and some original quotes also were used to illustrate and support quantitative findings.

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# 3.9 Ethical Issues and Consideration

In this study the researcher made sure that ethical issues are taken into consideration. The researcher abided by human rights and national policies. Therefore rules and regulations were given much attention during the whole process of data collection in the field. Thus, the study was conducted after the researcher has obtained permission from the relevant authority vest with the power to allow someone to conduct research in a specific area such as OUT, Dar es Salaam Regional Administrative Secretary, Kinondoni District Administrative Secretaries and heads of schools. Apart from those officials, the researcher also familiarized the respondents on the topic and explaining the main objective of the study. Then, the researcher asked for their consent to participate in this research by responding to questions that were asked and their readiness to participate in interview. Moreover, the researcher assured the respondents of confidentiality and that all the discussed issues only was used for the intended purpose of educating the society and not for revealing someone’s personal matters. She also assured them that neither name of the respondent nor name of school mentioned in the report of the study.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

# 4.1 Introduction

This chapter present, analyze and discuss research finding basing on three research objectives stated in chapter one. These were to: explore the character of teachers’ professional misconduct in school, find out the ways used by school heads to curb teaches’ professional misconduct and identify the challenges that school heads encounter in curbing teachers’ professional misconduct in schools.

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# 4.2 General and Demographic Information

The socio-demographic characteristics of the respondents involved in this study included education level, occupation, age and gender. The total number of respondents was 280. The study comprised 165 (58.9%) females and 155 (41.1%) males. The level of education of respondents ranged from Secondary education to post secondary education, of which 12 (4.2%) had diploma in education, 8(2.8%) had masters in education whereas 7(2.5%) were licensed teachers and 253 (90.45%) had secondary education.

On occupation, 24 (8.5%) were secondary school teachers, 3(1%) TSD officers and 253(90.45%) students. In terms of age, majority of respondents 253 (90.45%) were aged between 16-25 years, 17 (6%) had age between 30-45 and 10 (3.5%) had age above 46. The information is summarized in Table 4.1.

Table 4.1: Demographic Characteristics of the Study Group, n=280

|  |  |  |
| --- | --- | --- |
| **Characteristics** | **N** | **%** |
| **Gender** |  |  |
| Male | 155 | 41.1 |
| Female | 165 | 58.9 |
| **Education** |  |  |
| Secondary education | 253 | 90.4 |
| Diploma | 12 | 4.2 |
| licensed teachers | 7 | 2.5 |
| Master in education | 8 | 2.8 |
| **Occupation** |  |  |
| Unemployed | 253 | 90.4 |
| TSD officers | 3 | 1 |
| Teaching | 24 | 8.5 |
| **Age of the respondents** |  |  |
| 16-25 | 253 | 90.4 |
| 30-45 | 17 | 6 |
| 46 and above | 10 | 3.5 |

In this study about 271 questionnaires were prepared and distributed to 253 students and 18 teachers and all 271(100%) questionnaire were collected. Likewise, interview was conducted to 6 heads of schools and 3 TSD officers as it was anticipated.

# 4.3 The Forms of Teacher Misconduct in Secondary Schools

The first objective sought to explore the character of teachers’ professional misconduct in secondary schools at Kinondoni municipality. The research findings are discussed in the following sub themes.

# 4.3.1 Types of Teachers’ Professional Misconduct

Through questionnaire teachers were asked to identify forms of teachers professional misconduct commonly observed in their respective secondary schools. The study revealed that 18(100%) teachers mentioned absenteeism, lateness, negligence of duties as one of leading forms of teachers’ professional misconduct teachers engaged in their schools. Others 16(88.8%) teachers mentioned abusive language and alcoholism. Table 4.1 present the summary of the findings.

Table 4.2: Teachers Views on Types of Teachers’ Professional Misconducts

|  |  |  |
| --- | --- | --- |
| **Type of misconduct** | **Teachers (n=18)** | |
| **N** | **%** |
| Absenteeism | 18 | 100 |
| Alcoholism | 16 | 88.8 |
| Sexuality | 12 | 66.6 |
| Examination fraud | 07 | 38.8 |
| Unethical dressing | 08 | 44.4 |
| Abusive language | 16 | 88.8 |
| Drugs abuse | 02 | 11.1 |
| Negligence of duties | 18 | 100 |
| Corporal punishment | 15 | 83.3 |
| Lateness | 18 | 100 |

Source: Field Data (2017)

Table 4.3:Students Views on Types of Teachers’ Professional Misconduct

|  |  |  |
| --- | --- | --- |
| **Type of misconduct** | **Students (n=253)** | |
| N | % |
| Absenteeism | 236 | 93.2 |
| Alcoholism | 236 | 93.2 |
| Sexuality | 129 | 50.9 |
| Examination fraud | 96 | 37.9 |
| Unethical dressing | 107 | 42.2 |
| Abusive language | 219 | 86.5 |
| Drugs abuse | 65 | 25.6 |
| Negligence of duties | 221 | 87.3 |
| Corporal punishment | 234 | 92.4 |
| Lateness | 248 | 98 |

Further analysis of the data in the Table 4.2 shows types of teachers’ misconduct identified by teachers. These include that use of corporal punishment 15(83.3%); sexual abuse 12(66.6%) unethical dressing 8(44.4%). This implies that teachers engaged in different forms of teachers professional misconducts. Students also reported types of observed teachers’ misconduct as presented in Table 4.2.

As revealed in Table 4.3 students reported types of observed teachers misconduct are lateness 248(98%), absenteeism 236(93.25) and alcoholism 236(93.25). Other 243(92.8%) students mentioned corporal punishment and negligence of duties 221(87.3%). This finding implies that there is high prevalence of misconducts among teachers in public secondary schools in Kinondoni municipality. As a matter of evidence, head of school A had this to say:

*There are various forms of teachers misconduct teachers engaged in this school. These include lateness, use of abusive language, examination fraud, sexuality and alcohol use, as well as not fulfilling their responsibilities effectively….*

Above assertion implies that teachers engaged in different forms of professional misconduct. Likewise, another head of school said,

*…The problem of teachers’ misconducts in my school is in a bad condition. Many teachers are coming very late and others have been found having sexual relationship with our female students….others are engaging in small businesses in business centers during schools hours. You will find others drinking local beer during classroom hour.*

Another head of school from school ‘C’ during interview confirmed that:

*Frankly speaking, in this school some of teachers have been reported by students and parents of being involved in sex with students in our school but these are very rare cases. Two years ago, one teach run away after been accused for marrying form two student and pregnant her….*

Assertions above show that teachers were engaged in different forms of misconducts. This is in line with other studies such as Boimanda, (2004); Anangisye, (2006) that in Tanzania, the incidents of teacher misconducts are common and they include absenteeism, corruption, private tuition, unethical dressing, examination fraud, and sexual misconduct. Kuleana (1999) report showed that male teachers were accused for having sexual relationships with their female students. Similarly government statistics show that 439 secondary school teachers were dismissed from teaching profession in 2011 because of misbehavior and 145 of them because of truancy (BEST, 2012).

# 4.3.2 Causes of Teacher Misconduct in Schools

The study further explored causes of teachers’ professional misconducts Teachers were asked to state main causes of teachers’ misconduct in their respective schools. The study revealed that majority 17(94.4%) of teachers revealed that inadequate salaries and low income was the main cause of teachers’ professional misconduct. Other reported causes include heavy workload 16(88.8%); poor working environment 15 (83.3%); and low teaching morale 14(77.7%). Others include working for long time in the same school 13(72.2%) as well as failure to fulfill teachers’ needs and demand 13 (72.2%). Table 4.3 summarizes teachers’ findings from questionnaire.

Table 4.4: Causes of Teachers’ Professional Misconducts

|  |  |  |
| --- | --- | --- |
| **Causes of teachers professional misconduct** | **Teachers**  **(n= 18)** | |
| **f** | **(%)** |
| Poor living environment | 15 | 83.3 |
| Inadequate salaries and low income | 17 | 94.4 |
| Low morale toward teaching profession | 14 | 77.7 |
| Stress due to poor working environment | 12 | 66.6 |
| Overloaded subjects/periods | 16 | 88.8 |
| Working for long time in the same school | 13 | 72.2 |
| Teachers residing far from school | 12 | 66.6 |
| Low level of professional knowledge | 9 | 50 |
| Lack of frequent visits by educational officials | 11 | 61.1 |
| Failure to fulfill teachers’ needs and demand | 13 | 72.2 |

Source: Field Data (2017)

Data in the Table 4.3 show that low income, inadequate salaries, low teachers morale, failure to fulfill teachers needs and demand, low morale toward teaching profession and poor living conditions were the major causes of teacher misconduct. This implies that teachers’ professional misconducts have a number of causative factors and not one single factor.

An interview with heads of schools also revealed that teachers’ misconduct was caused by poor working environment, negative attitude toward teaching career, employment of unprofessional teachers and low salary. One head of ‘A’ during interview noted:

*It is hard to attribute teachers’ misconduct to one single cause. Because it caused by more than one factor. However, teachers low morale toward teaching profession and employing half prepared teachers to me are the major causes…Many teachers are in teaching profession by accident…they are not fully committed to teaching career…they are here only to earn the life…hence they don’t care about teaching ethics..*

Likewise another head of school B when asked to mention causes of teacher misconduct in her school said that,

*Teachers are engaged in excessive drinking because of difficult life and stress. Even other teachers own big bars in this city and sometimes teachers drink alcohol even before going to school in the morning. Other teacher own small shops and other related business as a result, they spend much time in their business compared to time they use to teach*

Another head of school mentioned what he sought was causes of teachers lateness in his school,

*In this school we don’t have enough teachers houses, out of 25 teachers only 1 teacher live in the school compound. Others are coming from different place including Mbagala and Kibaha. They travel every workday to and from the school. Most of them come to school late because they spend most of their time in their way to school and some have irregular attendance because they also need bus fair to come every day, they spend some time up to 3000/=.*

The assertion above shows that teachers residing far from the school something which make them come late in the school or sometime not regularly. head of school C mentioned lack of frequent school visit by district education officials and school inspectors as one of the causes of teachers’ misconduct:

…*It takes a long time for School Inspectors to visit teachers in remote located school. Indeed, this contributes to teachers’ misconducts since teachers in remote areas feel isolated by the top educational authorities thus they lose job commitment and breach the code of conduct.*

This implies that lack of frequent visits by School Inspectors and TSD Officers gave chances for teachers to engage in misconduct. The same head of school added:

*…teachers misconduct is also caused by personal habits…in recent years our government has recruited teachers who are not morally good. They were not well prepared to be a teachers…they were trained for a short period of time…for example one year and others were forced by situation to join teaching profession after failing to secure pass mark needed to join other profession…hence, teaching career is like last resort to them…..*

This implies that lack of teaching career moral and commitment were associated the teachers misconduct. This is in line with Maphosa, Mutekwe, Machingambi, Wadesango, and Ndofirepi (2012) who observe that the main reason for teachers’ involvement in misconducts like absenteeism is lack of teaching morale and accountability. Misokia and Mihayo (2009) argued that, in order to respond to the acute shortage of teachers, the government resorted into using unqualified teachers who had never undertaken any professional teacher training. Since 2005, the government has been employing teachers to join the teaching profession for the sake of employment. These teachers do not have skills, professionalism or the ethics of teaching. According to Anangisye (2010) the initiatives of the Tanzanian government to overcome shortage of teachers by employment untrained teachers, however, the results are different from the desired outcomes of the plans.

# 4.4 Ways Employed by Heads of Schools in Curbing Teachers Professional Misconduct

The second objective sought to examine ways used by secondary school heads in curbing teacher misconduct problems in their respective schools. Questionnaire administered to 18 teachers revealed that heads of schools employed different ways in curbing teachers’ misconduct as summarized in Table 4.4.

Table 4.5: Ways Heads of Schools used to Curb Teachers Misconduct

|  |  |  |
| --- | --- | --- |
| **Ways used by heads of schools** | **Frequency** | **%** |
| Warning letter | 18 | 100 |
| Reporting to higher authority | 16 | 88.8 |
| Reprimand | 13 | 81.2 |
| class register | 12 | 66.7 |
| Counseling | 09 | 50 |
| Attendance register | 18 | 100 |
| Inspecting teachers lesson plan and lesson notes | 18 | 100 |

Data in the Table 4.4 shows that majority 18(100%) of teachers identified writing warning letters, use of attendance register and Inspecting teachers’ lesson plan and lesson notes as the major ways used by heads of schools to curb teachers’ misconduct in their respective schools. Others 16(88.8%) said teachers who engaged in misconduct were reported to higher authorities by heads of schools whereas 13(81.2%) teachers said reprimands are used as a way of curbing teachers misconduct. Interviews with heads of schools revealed that heads of schools used different ways to curb teacher misconduct in their schools. During interview head of school C pointed that:

*In my school I used many ways to curb teachers’ misconduct behaviors. This is largely depend on type of misconduct teachers involved and magnitude to the problem…..for example to make sure that teachers attended classes we have introduced class form whereby every teacher has to sign after teaching his/her subject....I also asked all teachers to collect their lesson plan and lesson notes every Friday for inspection…*

Head of school D when asked to mention ways she used to curb teachers misconduct said,

*Researcher , in my school every teacher has to sign in attendance register everyday...in the morning and at the evening…this actual help me to monitor my teachers attendance and control lateness among teachers...for teachers who found coming late or leaving the school early without permission. I gave the verbal warning and some letter warning….*

The above quotation shows that attendance register was used as one way of curbing teachers’ misconduct. Through the use of teachers’ attendance register, teachers were required to report at school before 7.30 am. As one arrived, he or she had to sign in the attendance register. The signing was done on the daily basis. She added,

*My duty as head of school is to draw a line below the names of teachers who got at school on time. Then I take appropriate actions against teachers whose names either appear below the line or do not come to school at all. Amongst others, the actions often took are asking teachers to give reasons for their lateness and absenteeism and given oral or written warnings...sometimes teachers who did not show the sign of change after warning I report them to higher authority for further disciplinary action..*

This implies that warnings and reprimands were employed as preliminary measures before further action was taken against teachers who engaged in misconduct. It was revealed heads of school used two forms of warnings. Teacher(s) who engaged in misconduct for first time, are given verbal warning. However, teacher(s) who repeat the same misconduct he or she was given a warning letter with a copy kept in his/her file. The filed letter served as evidence in future when the head of school reported the incident to higher authority. This finding concurs with Mulkeen (2005) who found that in Uganda teachers who misbehaved were given warnings by their head teachers, and when they re-offended they received formal warning from School Inspector before the case was referred to the District Service Commission.

# 4.5 Challenges towards Curbing Teacher Misconduct in Schools

The third objective under this study sought to examine challenges faced by heads of schools in the process of curbing teachers’ misconduct behavior. The research findings are presented in the following sub-sections.

# 4.4.1 Lack of Cooperation from Teachers and District Education Officials

Interview findings from heads of schools revealed that district educational officers and teachers did not support head of school toward curbing teachers’ misconduct. It was revealed that heads of schools lacked cooperation from teachers. Heads of schools attributed this challenge to the system of appointing heads of schools in which most of them originated from their own schools. During an interview; a head of school B said,

*Most of the teachers in my school did not support my effort to curb teachers’ professional misconduct. For example, some of the teachers who came into school early, they signed for their friends in the attendance book. As a result, it become difficult for me to discover who came late and punish them…this behavior is common in this school…*

Head of school E during interview said that teachers did not report their fellow teachers who involved in sex relationship with students, he said,

*Most of the teachers in this school are not ready to give information regarding teachers who have sex relationship with students. Even if they have all information and some students reported to them. But they preferred not to give such information to my office. Because they fear that unveiling information my cause their fellow to lose their job*

A head of school D during interview revealed that sometime they did not receive support from district education officials. During interview that head said,

*Sometime district education officials did not take any action for some of the teachers’ misconduct problem I reported to them officially. For example last year, I reported two teachers who did not come to school for more than 10 days consecutively. But none of these two teachers were punished and they are still working…other cases reported to them took more than three to four months to be solved…*

The assertion above shows that sometime district education officer took no action for cases reported to them by heads of schools or sometimes cases took long time to be resolved. Study also revealed that district education officers sometime took decision that favored culprits; they did not take action against them. These findings confirm the study by Harbert and Davies (2002) who revealed that one of main challenges faced by most of heads of schools in managing teachers in developing countries was lack of support from education administrators.

# 4.5.2 Duality of the Heads of Schools’ Roles

Interview with heads of schools it was revealed that they were not effective in curbing teachers misconduct due to overwhelmed with many responsibilities. They said that as head of school apart from management role they were also supposed to teach like other teachers. It was revealed that combing both administrative and teaching roles make head of school overloaded and hence become ineffective in curbing teachers’ professional misconduct in their respective schools. Head of school F noted,

*We have many responsibilities as head of schools. For example, apart from monitoring teachers and make sure that they are teaching every day. I also have to teach and attending meeting at ward office and at district level…I also go to town to buy school needs…hence as a human being, I become tired and I cannot go everywhere at the same time…hence when I am not around, teachers use the chance to leave early or not attend the class..*

Head of school B complained on difficult he facing in curbing teachers misconduct due to many responsibilities…

*Dealing with teachers’ misconduct effectively need enough time. Because sometime, I have to collect evidence and read some regulations before coming to conclusion. For me to become difficult because I have other responsibilities to fulfill…the government should reduce our responsibilities and remain with only one responsibility and not like it is now,*

Above assertions reveal that heads of schools were not effective in dealing with teachers misconduct due to overwhelmed responsibilities which leave them with less time to deal with teacher misconduct in their respective schools. This finding supports the study by Riley (1999) who discloses that heads of schools who combine both management and teaching roles are less effective in managing their staff. Lahui-Ako, (2001) also found that heads of schools had to combine both managerial role and teaching role something, which reduced their work effectiveness.

Also Harber and Davies (2002); and Oduro and MacBeath, (2003) showed that heads of schools were overwhelmed with responsibilities something, which affected their ability to deal with teachers misconduct. In England for instance, head of schools are torn between focusing on their instructional leadership role and professional matters and concentrating on their administrative roles (Dimock, 1996). Therefore, apart from having crucial role in the attainment of educational goals at school level head teachers are encountered with a lot of challenges that appeal for urgent intervention.

# 4.5.3 Lack of Headship Allowances

Most of the heads of schools interviewed said that lack of headship allowance to heads of schools work make their work in curbing teachers misconduct more difficult. They said that sometime they failed visit ward or district offices to report teachers misconduct problem due to lack of bus fare. The head of school A noted:

… *The absence of headship allowances discourages me to work effectively in dealing with teachers who commit misconduct. I use much effort to ensure that teachers adhere to code of conduct but I am paid nothing… Yes I have to be paid! Because this work involve some risks, sometimes we have to loose friends so as to ensure good professional conduct amongst teachers.*

It is justifiable that lack of headship allowances affects heads of schools’ effectiveness in addressing teacher misconduct. This finding concurs with Whitaker (2003) who points out that the lack of leadership allowance discouraged head of schools in dealing with teachers’ professional misconduct. Shushila (2004) found that heads of schools were forced to use their salary to buy office stationary and also support teacher’s discipline committee to deal with teachers’ misconduct. Kwakwa (1973) maintains that the head of school need headship allowance to be effective in dealing with teachers’ misconduct.

# 4.5.4 Lack of Heads of Schools’ Power to Sanction Teachers

The study revealed that heads of schools did not have power to sanction teachers who engaged in misconduct. Most of the heads of schools interviewed revealed that teachers knew that head of school did not have authority to sanction them hence they did not change their attitude. Head of school B reported that;

…I have not been given power to sanction teachers who misbehave that is why some of my teachers undermine my authorities…Unlike head of school of a private school; I cannot sanction teachers who misbehave!

Additionally a head of school D pointed that:

*As head of school I can only write a warning letter to teacher who commit a certain misconduct…I don’t have power to terminate any teacher from work or suspend him/her so this make teacher repeat the same behavior. Since warning letter does not have any negative impact to their work or even salary…….*

The study found that the of power to sanction teachers who behave in unprofessional manner did not only discourage heads of schools to curb teacher misconduct but also it encouraged unprofessional behavior among teachers.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# 5.1 Introduction

This chapter presents a summary, conclusions and recommendations of the study. The chapter is divided into four major sections. The first section is the summary of the study, which includes the purpose of the study, a summary of literature review, and methodology adopted in the study. Secondly the chapter presents the summary of the major findings. The chapter in addition presents the conclusion of the study. Lastly, the chapter offers some recommendations for action and for further studies.

# 5.2 Summary of the Study

The main purpose of this study was to assess the contribution of heads of schools in curbing teachers’ professional misconduct in public secondary schools in Tanzania. Specifically, three objectives that guided the study included: (1) explore the character of teachers’ professional misconduct in school, (2) find out the ways used by school heads to curb teaches’ professional misconduct and (3) identify the challenges that school heads encounter in curbing teachers’ professional misconduct in schools.

This study adopted a Stufflebeam (2000) conceptual model of Context, Input, Process and Output/ Product (CIPP) to guide the study. Similarly, the review of the related literature included theories underpinnings the study, literature on indicators of teachers’ professional misconduct, the contribution of head of schools to curb teachers’ professional misconduct and challenges that school heads encounter in curbing teachers’ professional misconduct were covered. Lastly summary of literature reviewed and gap identification was provided.

The study employed qualitative approach to large extent with some aspects of quantitative approach with the use of descriptive survey design, and it was carried out at six (6) secondary schools in Kinondoni municipality-Tanzania. All the sampled schools were selected through stratified random sampling. From the sampled schools heads of school (*n=*6), TSD officer (3) were selected through purposive sampling while teachers (n18) and students (*n*=253) were selected through simple random sampling, the participants of the present study were 280 the instruments used to gather data from the present study includes questionnaire, interview and document review.

# 5.3 Summary of the Major Findings

The summary of the major findings in this chapter is organized on the basis of the three research questions addressed in the study:

With regard to the forms of teacher misconduct in secondary schools, the findings showed that absenteeism, lateness, negligence of duties were the leading forms of teachers’ professional misconduct teachers engaged in Kinondoni municipality. The findings suggested that inadequate salaries, low income, heavy workload, poor working environment, low teaching morale, working for long time in the same school and government failure to fulfill teachers’ needs and demand were major cause of teachers professional misconduct.

Concerning ways employed by heads of schools in curbing teacher misconduct in Kinondoni municipality, study findings revealed that warning letters, use of attendance register and Inspecting teachers’ lesson plan and lesson notes were the major ways used by heads of schools to curb teachers’ misconduct in their respective schools. It also revealed that some time culprit teachers were reported to higher authorities by heads of schools.

With regards to challenges towards curbing teacher misconduct in schools, it was revealed that teachers and some education officers did not cooperate well with heads of schools in dealing with teachers misconducts. Heads of schools were not effective in curbing teachers’ misconduct due to overwhelm with many responsibilities. Lack of headship allowance to heads of schools make their work in curbing teachers’ misconduct more difficult as sometime they failed to visit ward or district officers to report teachers misconduct.

# 5.4 Conclusions

It can be concluded that the teachers engage in different forms of teachers professional misconducts in secondary schools. No single factor can be attributed to teachers professional misconducts problems as they work in interwoven way. Heads of schools employed different strategies in attempt to curb teachers’ professional misconduct in their respective schools. However, the efforts have been impaired by several key factors such as lack of cooperation from both teachers and officials. Hence, heads of schools strategies in dealing with teachers professional misconduct was not effective and teachers professional misconduct was at increasing.

# 5.5 Recommendations

Based on the findings of this research four fold kinds of recommendations can be made as described below:

# 5.5.1 Recommendation for Actions

1. School management, district council and central government and other educational stakeholders should provide accommodation to teachers. by building houses near school surrounding. This will help teachers to come to the school early in the morning every day and reduce the problem of absenteeism.
2. Teachers should be encouraged to cooperate with heads of schools in dealing with teachers professional misconduct.
3. Heads of schools should be empowered by given more authority to take more action to teachers who engaged in misconduct rather than only writing warning letter. They should be given more power to sanction teachers who misbehave. They also need to attend capacity building seminars and workshop. This will enable them to gain expert power.
4. Ministry of Education, Science and Technology, should prepare capacity building for school heads. This will make school heads to discuss and come out with more efficient and effective ways of dealing with teachers’ misconduct.

# 5.5.2 Recommendation for Further Studies

1. This study was limited to heads of schools contributions in curbing teacher professional misconduct in public secondary Schools in Kinondoni municipality. Similar study could be conducted in other administrative districts and regions so as to provide a broader picture of the whole country.
2. A comparative study need to be done in other public and private secondary schools and even primary schools to compare role played by heads of schools in curbing teachers professional misconduct so as to come up with different solutions on how to curb teachers professional misconduct.
3. Further studies on the contribution of top education administrators such as TSD Officers, DEOs and School Inspectors in addressing teacher misconduct should also be conducted in order to know to what extent they help in curbing Teachers professional misconduct.

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# APPENDICES

Appendix A: Questionnaire for Teachers

My name is Anna Masiaga, a postgraduate student at the Open University of Tanzania pursuing Masters of Education (Administration, Planning and Policy studies). I am conducting a study on contribution of heads of schools in curbing teachers’ professional misconduct in Public secondary schools in Kinondoni Municipality, Tanzania. Kindly note that you have been identified as an appropriate and useful source of information. Your responses will be treated at utmost confidentiality.

**Personal Information**

**Instructions:** Fill in the blank and put a tick where appropriate

* 1. Name of the school………………………………………..

Put a tick where appropriate

* 1. Gender Male ( ) Female ( )

3. For how long have you been working in this school?

0-5 years ( )

5-10 years ( )

10-15 years ( )

Above 15 years ( )

4. What is your highest level of education?

Form six ( )

Diploma ( )

Degree ( )

Masters ( )

Other ( ) mention …………………………………….

5. Which kind of subjects’ specialization do you teach?

Science ( )

Social science ( )

Accounting ( )

Other ( ) mention………………………………………………

6. Put a tick in every types of teachers’ misconduct as they are practiced in your school.

|  |  |  |  |
| --- | --- | --- | --- |
| **Forms of misconduct** | **Often** | **Sometimes** | **Rarely** |
| Absenteeism |  |  |  |
| Drunkenness |  |  |  |
| Sexuality |  |  |  |
| Examination malpractices |  |  |  |
| Unethical dressing |  |  |  |
| Abusive language |  |  |  |
| Drug abuse |  |  |  |
| Lateness |  |  |  |

7. Put a tick in the **Yes** or **No** box to causes of teachers misconduct in your school

|  |  |  |
| --- | --- | --- |
| **Causes** | **Yes** | **No** |
| Poor living environment |  |  |
| Inadequate salaries and low income |  |  |
| Shifting classes (double session) |  |  |
| Teachers residing far from school |  |  |
| Low level of professional knowledge |  |  |
| Working for long time in the same school |  |  |
| Lack of frequent visits by educational officials |  |  |
| Failure to fulfill teachers’ needs and demand |  |  |

8. List all kind of measures used by head of school in curbing teachers’ misconduct in this school? mention the most used strategies?

1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………

9. Comment on effectiveness of the above listed strategies?

………………………………………………………………………………………..

………………………………………………………………………………………..

10. Comment heads of school awareness in their roles in curbing teachers misconduct?

………………………………………………………………………………………..

………………………………………………………………………………………..

11. What do you think are challenges facing the head of school in curbing teachers’ misconduct particularly in this school?

………………………………………………………………………………………..

………………………………………………………………………………………..

12. What are your recommendations on best techniques for curbing teachers’ misconduct in public secondary schools?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Thank you for your cooperation**

Appendix B: Interview Guide for Head of Schools

My name is Anna Masiaga, a post graduate student at the Open University of Tanzania pursuing Masters of Education (Administration, Planning and Policy studies). I am conducting a study on contribution of heads of schools in curbing teachers’ professional misconduct in Public secondary schools in Kinondoni Municipality, Tanzania. Kindly note that you have been identified as an appropriate and useful source of information. Your responses will be treated at utmost confidentiality.

. Your responses will be treated at utmost confidentiality and anonymity.

1. How long have you been in this position in this school?
2. What forms of teachers’ misconducts are you experiencing in this school as head of school?
3. What do you think are the main causes of teachers’ misconduct in this school?
4. Are there teachers’ misconduct variations in terms of teachers’ gender, age, working experience and professional qualification? Please give explanation to your answers?
5. What are the causes of teachers’ professional misconduct variation in this school?
6. What are effects of teachers’ misconduct in this school?
7. As head of school? What is your role in curbing teachers’ misconduct?
8. Are there any rules and regulations which give you power as head of school to deal with teachers’ misconduct? Mentioned them?
9. What are the strategies do you use to deal with teachers misconduct problems in this school?
10. Comments on the effectiveness of strategies above in curbing teachers misconduct in this school?
11. What are the challenges do you encounter as head of school in dealing with teachers misconduct?
12. What should be done, to reduce or eliminate teachers misconduct problems in secondary schools in Tanzania?

Thank You for Your Time and CooperationAppendix C: Questionnaire for Students

My name is Anna Masiaga, a post graduate student at the Open University of Tanzania pursuing Masters of Education (Administration, Planning and Policy studies). I am conducting a study on the contribution of heads of schools in curbing teachers’ professional misconduct in Public secondary schools in Kinondoni Municipality, Tanzania. With your honest responses, the interested stakeholders will have the right information to plan the way forward. Your responses will be treated at utmost confidentiality.

.**Personal Information**

**Instructions:** Fill the blank and put a tick where appropriate

1. Name of the school……………………………………………..
2. Gender: Male ( ) Female ( )
3. Class:

Form I ( )

Form II ( )

Form III ( )

Form IV ( )

4. Put a tick in every types of teachers’ misconduct as they are practiced in your school.

|  |  |  |  |
| --- | --- | --- | --- |
| **Forms of misconduct** | **Often** | **Sometimes** | **Rarely** |
| Absenteeism |  |  |  |
| Drunkenness |  |  |  |
| Sexuality |  |  |  |
| Examination malpractices |  |  |  |
| Unethical dressing |  |  |  |
| Abusive language |  |  |  |
| Drug abuse |  |  |  |
| Lateness |  |  |  |

5. Put a tick in the **Yes** or **No** box to causes of teachers misconduct in your school

|  |  |  |
| --- | --- | --- |
| **Causes** | **Yes** | **No** |
| Poor living environment |  |  |
| Inadequate salaries and low income |  |  |
| Shifting classes (double session) |  |  |
| Teachers residing far from school |  |  |
| Low level of professional knowledge |  |  |
| Working for long time in the same school |  |  |
| Lack of frequent visits by educational officials |  |  |
| Failure to fulfill teachers’ needs and demand |  |  |

6. List all kind of measures used by head of school in curbing teachers’ misconduct in this school? Mention the most used strategies?

1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………

7. Comment on effectiveness of the above listed strategies?

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

8. Comment heads of school awareness in their roles in curbing teachers’ misconduct?

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

9. What do you think are challenges facing head of school in curbing teachers misconduct in this school?

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10. What do you recommend on best techniques for curbing teachers’ misconduct in public secondary schools?

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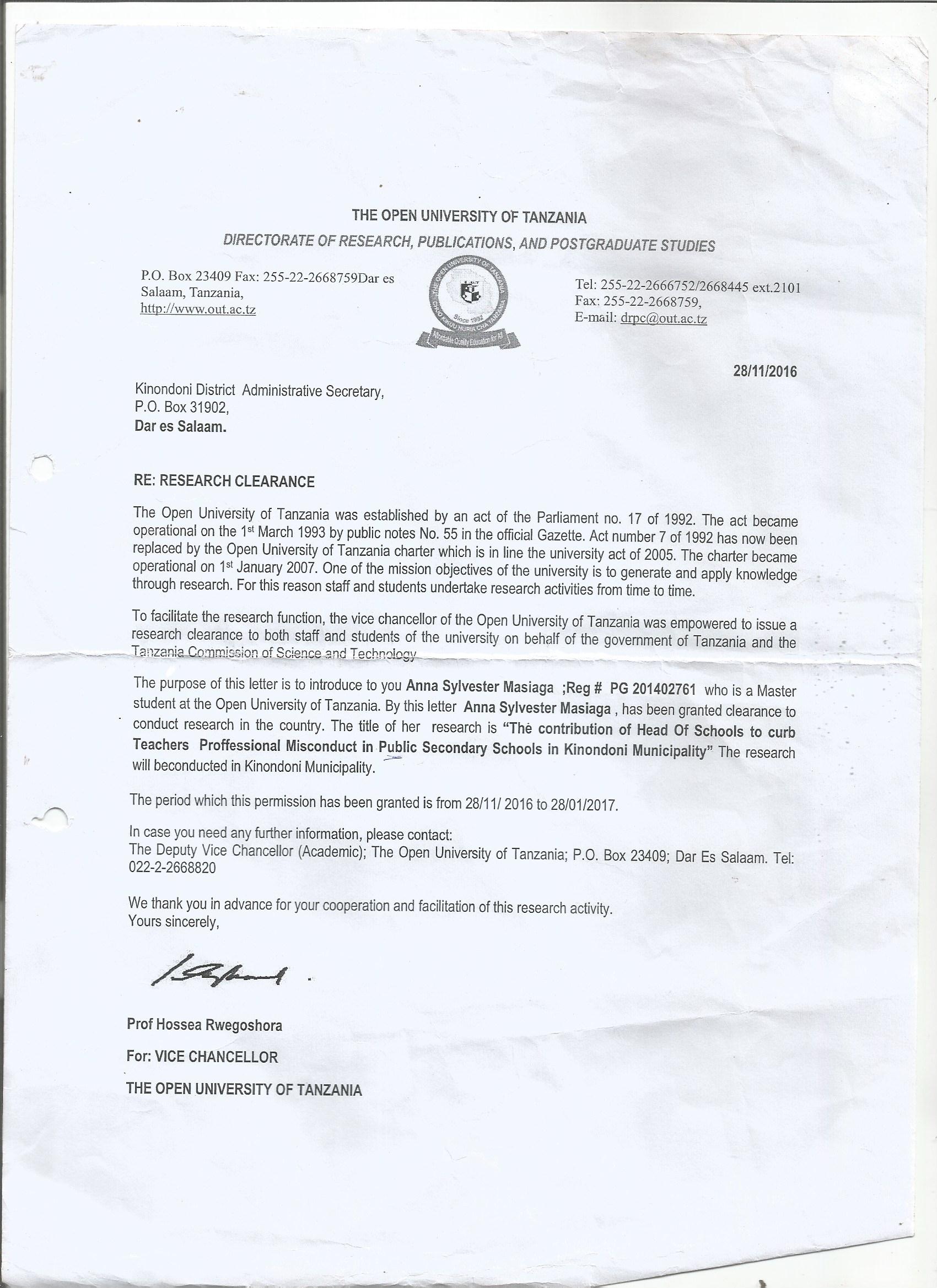
**Thank you for your cooperation**

Appendix D: Interview Guides for TSD Officers

My name is Anna Masiaga, a postgraduate student at the Open University of Tanzania pursuing Masters of Education (Administration, Planning and Policy studies). I am conducting a study on contribution of heads of schools in curbing teachers’ professional misconduct in Public secondary schools in Kinondoni Municipality, Tanzania. Kindly note that you have been identified as an appropriate and useful source of information. Your responses will be treated at utmost confidentiality.

1. How long have you been in this position in this district?
2. What forms of teachers’ misconducts are you experiencing in this district as TSD officer?
3. What do you think are the main causes of teachers’ misconduct in this district?
4. Are there teachers’ misconduct variations in terms of teachers’ gender, age, working experience and professional qualification? Please give explanation to your answers?
5. What are effects of teachers’ misconduct in this district?
6. As TSD officer? What is your role in curbing teachers’ misconduct in this district?
7. Are there any rules and regulations give power to head of school to deal with teachers’ misconduct? Mentioned them?
8. Basing on your experience what strategies are mostly used by heads of schools in dealing with teachers misconduct problems?
9. Comments on the effectiveness of strategies used by heads of schools in curbing teachers misconduct in this district?
10. What are the challenges heads of schools face in dealing with teachers misconduct?
11. In your opinion? What do you think are the contributions of heads of schools in curbing teachers misconduct problems in this district?
12. Generally, what are your comments on the role of heads of schools in curbing teachers’ professional misconduct in secondary schools in Tanzania?

Appendix E: Research Clearance Letter



Appendix F: Research Permit

