

**EFFECTIVENESS OF SECONDARY SCHOOL MANAGEMENT IN
ADDRESSING TEACHERS' PROFESSIONAL MISCONDUCTS IN KITETO
DISTRICT MANYARA, TANZANIA**

DICKSON D. MARAMOKO

**A DESERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES
DEPARTMENT OF EDUCATIONAL POLICY, PLANNING AND
ADMINISTRATION
THE OPEN UNIVERSITY OF TANZANIA**

2022

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Effectiveness of Secondary School Management In Addressing Teachers’ Professional Misconducts in Kiteto District Manyara, 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.

.....

Dr. Hyasinta Kessy
(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania.

DECLARATION

I, **Dickson D. Maramoko**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

.....

Signature

.....

Date

DEDICATION

My special dedication goes directly to Almighty God who uplifted, delighted my conscious, hold and guided me throughout the study. I also dedicate my special dedication to my beloved mother Nazahedi Zakayo, my wife Judith Michael and my children Jackline, Jescar and Joyce Maramoko. I further extend my special dedication to Dr. Hyasintha Kessy (supervisor) for her fully support in every single step whenever needed from proposal writing to final report.

ACKNOWLEDGEMENT

My appreciation goes to all who have given support in one way or another to the success of this study. Since it is difficult for me to acknowledge the assistance provided to me by each individual, I would like to wholeheartedly thank them all.

I wish to extend my heartfelt thanks to Dr Hyasinta Kessy my supervisor for her tireless effort to guide me in shaping this work from the time of proposal development to the final stage.

I am thankful to heads of community secondary schools and the schools' board chairpersons in Kiteto District. I am specifically indebted by the heads of community secondary schools and the schools' board chairpersons in the following Community Secondary Schools: Kiteto, Engusero, Bwakalo, Dosidosi and Kijungu. Each of them supported me while collecting data for this study.

Furthermore, I am heavily indebted by all members of my family, whose encouragement, patience and tolerance allowed me to have peace of mind for the whole period of my Masters programme. I owe a lot to my wife Judith who took the trouble of taking care of the family in absence, particularly during my field work. Without forgetting my mother Nazahedi and my late father Daniel for taking care of me since childhood up to this moment when I am completing my Master's degree. I am also grateful to thank my brother Yoaki for sponsorship of my secondary school studies from form one to form four. Lastly, I thank all others who played some role towards the accomplishment of my work. However, I remain solely responsible for my shortcomings that may be detected in this report.

ABSTRACT

This study explored the effectiveness of secondary school management in addressing teachers' professional misconducts in Kiteto district Manyara region. Specifically; To identify common secondary school Teachers' professional misconduct, the measures taken and the perceptions of education stakeholders on the effectiveness of school management in addressing teachers' misconducts. Both simple and purposive sampling techniques were used to obtain the sample. Purposive sampling was used to recruit the ward education officer, head of school, chairperson of school governing board and Teacher service commissioner. Simple random sampling technique was used to select the schools and members of school governing board. Content analysis and descriptive analysis were used in this study. The results show that absent from work, lateness to work, alcoholism, and improper dressing are most Teachers' professional misconducts. The measures taken were; taking a teacher to the district disciplinary committee, transferring a misbehaving teacher, withholding teacher's annual increment, withholding teacher's monthly salary, suspension from work, and dismissing a teacher from service. However, the perception for some of the stakeholders was a lack of effectiveness in addressing teachers' professional misconducts by school governing boards. Based on the findings the government under the ministry of education and vocation training and other education authorities must strengthen the counseling services for teachers and serious punishments must be taken to all teachers who are found to behave contrary to their code of conduct. Moreover, a similar study should be conducted to assess teacher's misconduct at primary school and higher institution levels.

Key words: Teachers, professional misconduct, school, Kiteto district

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE PROBLEM	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	4
1.4 Broad objective of the Study.....	6
1.5 Specific Objectives.....	6
1.6 Research Questions	6
1.7 Significance of the Study	7
1.8 Limitations of the Study.....	7
1.9 Definition of Key Terms	8
1.9.1 Secondary School Board	8
1.9.2 Teachers’ Professional Misconducts.....	8

CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Theoretical Framework	9
2.2.1 Social Learning Theory	9
2.2.2 Emmanuel Kant’s Deontological Ethics	10
2.3 Empirical Literature Review	12
2.3.1 Common Professional Misconduct among Teachers	13
2.3.2 Measures taken against Teacher Professional Misconducts	17
2.3.3 Perception on the Effectiveness of School Governing Boards in Addressing Teachers’ Misconducts.....	20
2.4 Knowledge Gap.....	20
2.5 Conceptual Framework	22
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research Approach	24
3.3 Research Design.....	24
3.4 Research Area	24
3.5 Study Population	26
3.6 Sample Size	26
3.7 Sampling Procedure/ Techniques.....	27
3.8 Data Collection Methods.....	28
3.9 Instruments of Data Collection	28

3.10	Validity and Reliability of Instrument	29
3.11	Data Analysis Procedures	29
3.12	Ethical Consideration	30
3.12.1	Observing Protocol	30
3.12.2	Informed Consent.....	31
3.12.3	Freedom to Withdraw	31
3.12.4	Confidentiality and Privacy	31
	CHAPTER FOUR.....	32
	DATA PRESENTATION, ANALYSIS AND DISCUSSION	32
4.1	Introduction.....	32
4.2	Common Secondary School Teachers' Professional Misconducts	32
4.2.1	Absent from Work (Work Absenteeism)	32
4.2.2	Love Affair with Students	34
4.2.3	Teachers' Lateness to Work Station	35
4.2.4	Alcoholic Habits.....	37
4.2.5	Improper Dressing Code	38
4.2.6	Excessive Debts	40
4.3	Measures Taken by District Authorities against Teachers' Professional Misconducts	42
4.3.1	Appearing before the District Disciplinary Committee	42
4.3.2	Transferring the Misbehaving Teacher to Another School.....	44
4.3.3	Withholding Teacher's Annual Increment.....	45
4.3.4	Withholding Monthly Salary.....	47
4.3.5	Suspension from Work.....	48

4.3.6	Taking Teachers to the Court of Law	50
4.4	Education Stakeholders' Perceptions on the Effectiveness of School Governing Board.....	51
4.4.1	Poor Education	52
4.4.2	Relying on Verbal Measures	53
4.4.3	Scarcity of Teachers	55
	CHAPTER FIVE	57
	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	57
5.1	Introduction	57
5.2	Summary	57
5.3	Conclusions	59
5.4	Recommendations	59
	REFERENCES.....	62
	APPENDICES	66

LIST OF TABLES

Table 1.1: List of Teachers' Professional Codes of Ethics and Professional

Misconducts.....4

LIST OF FIGURES

Figure 2.1: Types of Professional Misconducts, and Measures taken against
Professional Misconducts so as to Attain Educational Goals 23

Figure 3.1: Study Area 25

LIST OF ABBREVIATIONS

SGB	School Governing Board
SSBG	Secondary School Governing Board
TSC	Teachers' Service Commission
WEO	Ward Educational Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

Teachers play a vital role in the attainment of goals in education in any nation. They are responsible for high standards in education, transmission of national values and norms to their pupils by teaching them and/being their role models (Patrinos & Kagia, 2008). Teachers are transmitters of knowledge who ensure that pupils learn. However, inspite of such values and importance attached to teachers and teaching profession, there are professional misconduct and lack of integrity amongst teachers that appear to be incompatible with the goals toward the attainment of quality education. Teachers' misconduct disturbs the implementation of planned interventions, particularly the correct functioning of the teaching and learning process (Van Nuland & Khandelwal, 2006).

This study aimed at investigating the effectiveness of secondary schools' school governing boards in handling unethical conducts by teachers in Kiteto district. This chapter addresses the following sub-topics; background to the problem, statement of the problem, research purpose, research objectives, research questions, definition and operationalization of the terms, delimitations of the study, significance of the study, and definition of key terms.

1.2 Background to the Problem

Misconduct according to Folajimi (2009) refers to acts or behaviors by a member of a profession that violates the professional code of ethics. Centering on Folajimi's

definition, teachers' professional misconduct in Tanzania means behaviors which when inhibited or not inhibited by Tanzanian teachers lead to violation of Tanzania teachers' professional code of ethics or conduct.

According to Teachers' Service Commission (2015), the following table comprises a summary of Tanzania teachers' codes of ethics and teachers' professional misconducts. Like students' indiscipline, teachers' professional misconduct is also fast rising, although it has not thoroughly been studied particularly in developing countries like students' indiscipline. News media reports every now and then of teachers' professional misconducts and in some few cases punishments meted to such teachers. The use of abusive language and unethical dressing were the other teachers' professional misconduct mentioned by Betweli (2013) which have not been reported much. In his study he found that most of the urban teachers and students reported about the presence of teachers who dressed unethically and used abusive language against their pupils. He further revealed that more than half of the pupil and teacher respondents in urban settings indicated that, the use of abusive language and unethical dressing were common practice among teachers in their schools.

In Africa, the sub-Saharan countries experience more problems of professional misconduct among teachers and other educational administrators. Teacher misconduct and unprofessionalism, together with corruption among education administrators threatens to undermine the current initiatives to improve educational quality in many low-income countries, including most of Sub-Saharan Africa (Anangisyee & Barrett, 2006).

In Malawi Chanika (2007) found that, some misbehaving teachers were being disciplined by the school leader or higher authorities, where the punishment include dismissal from service and being imprisoned.

In Uganda, Mulkeen (2005) reported that misbehaving teachers were given a warning by the head teacher. If they re-offended, a formal warning was given by the inspector of schools, and finally the issue was referred to the District Service Commission.

In Tanzania particularly, law was enacted in 2015 by Teachers Service Commission responsible for ensuring that teachers behave professionally while pursuing their duties. The law shows that “A secondary teacher who misbehaves can be punished by the head master/mistress or the district Teachers Service Commission committee” (TSC, 2016). Tanzania teachers service commission in the years 2008/2009, 2009/2010, and 2010/2011 reported a total of 472 teachers who were permanently dismissed from service yearly for professional misconduct.

The study conducted by Kujerwa, 2019 (Analysis of teachers’ professional misconduct and their respective disciplinary measures in public primary schools in Ubungo municipality) categorized the teachers’ misconducts and the appropriate measures taken by education authority against the misconduct depending on more or less serious the misconduct is. For the less serious misconduct, the penalties were; warning (oral or written), loss of privileges, reduction in salary and transfer while imprisonment and demotion. For more serious misconduct the measure taken was dismissal from service.

Table 1.1: List of Teachers' Professional Codes of Ethics and Professional Misconducts

Teachers' professional codes of ethics	Teachers' professional Misconducts
To work hard with commitment	Laziness
A teacher should be creative	Unimaginative
Should be good role model	Unethical behaviors
Adhere to teaching timetable	Truancy
Should make lesson preparation and follow teaching schedule	Teaching without good plan and timetable
Should be honest	Dishonesty to the students, employer, and the community
Should respect the employer	Disrespectful
Should not have dual employments	Multi-employments
Should obey when given other responsibilities by the employer or supervisor	Refuse/failure to fulfill his/her responsibilities
Permission to leave a working post should be thought from the employer in writing and be replied before leaving	Truancy and leaving the post without employer's written consent
To follow his terms of contract	Breach of contract
To wear properly	Unacceptable clothes and wearing style
Understand and respect the local community	Failure to protect a child under his/her care
Maintain good and professional relationship with students	unprofessional relationship with students
Use cosmetics appropriately	Too much accessories

1.3 Statement of the Problem

The quality of education in any nation depends much upon the quality of its teachers, since teachers are among the key elements in the attainment of educational goals. The persistent increase in teacher misconduct in schools has been impeding the progress towards implementation of educational goals, particularly Education for All (EFA) and Millennium Development Goals (MDGs). In spite of various measures taken by the Teachers' Service Department such as warnings, reprimands, and dismissing teachers from service on misconduct grounds, the problem of teacher misconduct among schools in the country is still rampant. In Tanzania, there is evidence of

widespread professional misconduct among teachers in almost all institutions of education from primary schools to higher learning institutions (Anangisye & Barrett, 2005).

A study by Batweli (2013) revealed the professional misconduct of teachers in Sumbawanga Municipality and rural districts that included absenteeism, drunkenness, sexual abuse, examination fraud, abusive language, drug abuse, and unethical dressing. Similar observations were also made in a study by Anangisye and Barrett (2005). Batweli (2013) indicated that between 200 to 300 teachers in Tanzania were dismissed each year on grounds of professional misconduct.

Despite various orientations and training based on professionalism offered to teachers as trainees in Teachers Colleges, presence of code of ethics and conduct for teachers, and the measures taken by Teachers Services Department (TSD) against teacher's professional misconduct; the problem of teacher professional misconduct continues in schools. Professional misconduct has serious negative implications for students' achievement, the status of the teaching profession, the culture of the society, and may deny students' basic rights to education (Anangisye & Barrett, 2005). Teachers are trusted and given the responsibility of not only teaching students in the classroom, but also shaping appropriate student behavior. This cannot be achieved if teachers themselves behave unethically towards their profession. According to Mosha (2006). In other words, lack of adherence to professional code of conduct among teachers threatens the achievements of quality education.

Many studies have been conducted showing secondary school governing boards dealing with students' misconducts. No studies have yet been conducted on the school

boards' effectiveness on dealing with teachers' misconducts; hence, this study is going to provide a benchmark for other researchers wishing to embark on studying the effectiveness of school governing boards on dealing with teachers' professional misconducts.

1.4 Broad objective of the Study

The broad objective of this study was to investigate on the effectiveness of the school management in addressing teachers' professional misconducts in Kiteto district Tanzania.

1.5 Specific Objectives

The study was guided by the following objectives:-

- (i) To identify common secondary school Teachers' professional misconducts in Kiteto District.
- (ii) To explore the measures taken by Ward and district education authorities against teachers' professional misconducts in Kiteto District.
- (iii) To explore the perceptions of education stakeholders on the effectiveness of school governing boards in addressing teachers' misconducts in Kiteto District.

1.6 Research Questions

- (i) What are the common secondary school teachers' professional misconducts in Kiteto District?
- (ii) How do secondary schools' school boards deal with teachers who violate teachers' professional codes of conduct?

- (iii) What are the perceptions of education stakeholders on the effectiveness of the secondary school governing boards in addressing teachers' professional misconduct?

1.7 Significance of the Study

The study findings is going to be helpful to education authorities including minister of education, Teachers Service Commission and school board members to evaluate themselves on whether they are executing their roles as expected or not and if not effective measures can be taken so as to eliminate professional misconducts. On other hand this study is useful to head of schools, as its going to give highlights on what to be done if a case of misconducts occurs. The study also may help the education authority chain perform their responsibility effectively in addressing and taking measures against professional misconducts.

1.8 Limitations of the Study

This study intended to delineate Kiteto district's education stakeholders' perceptions on the effectiveness of secondary school governing boards on addressing teachers' professional misconducts. This study employed qualitative research methods to explore various education stakeholders' perceptions on the aforementioned subject, such stakeholders were sampled from few secondary schools in Kiteto district, selected ward education officers, and secondary district education officer. As such, the findings from this study will not be generalized to a wider population due to methodological constraints of the methods, which were applied in this study. Therefore, data generated from this study can only be generalized to secondary schools' governing boards, wards, and districts, which share identical characteristics

with the schools and wards sampled for this study. The study was confined in Kiteto district, Manyara region; only involving heads of secondary schools in Kiteto district, members of the secondary school boards, ward education officers, and the District Education Officer excluding the rest of education stakeholders found in Kiteto district.

1.9 Definition of Key Terms

The definitions of two very important terms used throughout this study was provided, these are; school board and teachers' professional misconduct.

1.9.1 Secondary School Board

Secondary school board management team established for the purpose of enhancing smooth management, development, planning, discipline, and financing secondary schools (Education act, 1995).

1.9.2 Teachers' Professional Misconducts

The purpose of this study, teachers' professional misconduct means any act or omission of an act by a teacher leading to break of teachers' professional code of ethics and conducts (Tanzania Teachers' Professional board Act, 2018).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review related to the study based on study objectives. It critically reviews related literature that contributes to our understanding on the effectiveness of secondary school management in addressing teachers' professional misconducts. It presents the theoretical framework for this study, empirical literature review and finally, this chapter represents the knowledge gap and justification of the study.

2.2 Theoretical Framework

This study was guided by two theories, Albert Bandura' Social Learning theory and Emmanuel Kant's theory of deontological ethics.

2.2.1 Social Learning Theory

Social learning theory was developed by Albert Bandura (1977). The theory states that "human beings learn behavior through modeling processes". Modeling is one of the most powerful means for transmitting attitudes and behaviors. According to Trevino and Brown (2004), employees learn what to do, as well as what not to do, by observing other people's behaviors and their consequences. Chappell & Alex (2004) argued that Social Learning Theory suggests that officers develop peer groups within the department. According to the two scholars, as a new officer enters the peer group, he or she is normally exposed to models of behavior that will influence his or her own attitudes and behavior. Kemper (1966) as cited in Trevino & Brown (2004) argued

that employees who engage in unethical behaviors create a context supporting parallel deviance, meaning that other employees observe and can imitate inappropriate conduct. On the other hand, employees can learn to be ethical by observing others who do things right, especially if the people are successful in doing so. This theory was established as one of the most important explanations of deviant behavior in organizations.

This theory helped in understanding better teachers' professional misconducts by focusing much on the study objectives. For example in the first objective which aimed on identifying the common misconducts among teachers, through social learning theory the researcher was able to identify and analyze the types of teachers' misconducts. Some of misconducts were caused by imitation and peers within teachers themselves. Also through the theory it helped in understanding better on measures taken by ward and district education authorities in dealing with teachers' professional misconducts. In short, the theory helped to understand cases of teacher misconduct in the selected secondary schools.

2.2.2 Emmanuel Kant's Deontological Ethics

Deontologists believe that morality is a matter of duty. We have moral duties to do things, which are right to do and moral duties not to do things, which are wrong to do. Whether something is right or wrong it doesn't depend on its consequences. Rather the intention for doing that action. We all have duties regarding our own actions. Deontologists claim that we should each be concerned with complying with our duties not attempting to bring about the most good. In fact all deontologists agree that there are times when we should not maximize the goods, because doing so would be to

violate a duty. Most deontologists also argue that we do not have a duty to maximize the good, only a duty to do something for people in need. Many deontologists think our duties are quite limited. While there are number of things we may not do we are otherwise free to act as we please. Deontology theory says that certain types of action are right or wrong. How do we distinguish types of action? For example, a person may kill someone. A convention description of the action is killing, but not all 'killings' are the same type of actions morally speaking. If the person intended to kill someone, that is what they wanted to bring about, that is very different than if the killing was accidental or if the person was only intending to defend themselves against an attack.

Actions are the result of choices and so should understand in terms of choices. Choices are made of reasons, and the purpose in mind. These consideration determine what the action performed actually is, so deontologists argue that we do not know what type of an action is unless we know the intention. We should judge whether an action is right or wrong by the agent's intention. The theory was useful in identifying the causes of misconducts particularly the intention of doing so among teachers. Some misconduct among teachers may be either intentionally or not intentionally this make a difference in judgment regarding the type of misconduct and what measures to be taken.

On the other hand the theory helped in understanding the perception of education stakeholders on effectiveness of school governing board in addressing teachers professional misconducts based on seriousness the misconduct is. This theory was chosen to inform this study since it is assumed that teachers always have reasons for their professional misconduct before looking at the consequences of their misconducts.

2.3 Empirical Literature Review

Literature shows that a large number of teachers and other educational administrators have been engaging in various unethical practices across the world. In North America, U.S.A in particular, some incidences of educators' sexual misconduct such as sexual touching, request for sexual favor and unwelcome sexual advance have been revealed by students in various parts of the country (Shakeshaft, 2004). A study conducted in Texas, USA by Brady and Tajali in 2017 "analyzing educators sanctioned for misconduct" found that; in a period of one year, from 1st July 2012 to 30th June, 2013 a total of 582 teachers in Texas alone were sanctioned for misbehaving (Brady and Tajali, 2017).

The study also, very surprisingly found that; male teachers committed more sex-related offenses than female teachers and that, male teachers were more likely to commit offences than females. Generally, data from the developed world show that the only studied teachers' misconduct is sexual abuse, focusing much on its prevalence, descriptions of sexual abusers, perceptions of teacher-student sexual relationships, and strategies to protect children from abusers (Fromuth et al., 2010; Shakeshaft, 2004; Simpson, 2010; Ratliff and Watson, 2014; Bryant, 1993; Knoll, 2010). Similarly, European countries experience several problems related to teacher unethical practices.

In Germany for example, some teachers are involved in selling examination questions and marks, selling front-row seats to students in large classes and forcing students to buy certain materials or additional materials to take private lessons (Chapman, 2002). In Asian countries, China and Bangladesh in particular, the rate of teacher misconduct

has been increasing tremendously. Teachers are reported to engage in selling examination papers or allowing someone else to take the examination for a certain candidate (Transparency International, 2007; Bray, 2003; Bray, 1999).

In Africa, the Sub-Saharan countries experience more problems of professional misconduct among teachers and other educational administrators. Teacher misconduct and unprofessionalism, together with corruption among education administrators threatens to undermine the current initiatives to improve educational quality in many low-income countries, including most of Sub-Saharan Africa (Anangisye & Barrett, 2006).

In Tanzania, the incidents of teacher misconduct can be traced through various studies, which were previously done in the country. Boimanda (2004) and Anangisye (2006) unveil teachers' professional malpractices that are commonly practised by teachers. These include immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination fraud, and sexual misconduct. Similarly, mass media such as radios, televisions, and newspapers reveal several forms of misconduct committed by teachers in different parts of the country. For example, male teachers are accused of having sexual relationships with their female students (Kuleana, 1999).

2.3.1 Common Professional Misconduct among Teachers

Various studies conducted on teachers' professional misconducts have pointed out common professional misconducts these misconducts include; absenteeism, use of abusive language, examination malpractices, drugs fraud, sexual harassment, unethical dressing, use of abusive language and drug and alcohol abuse (Ng'ambi,

2011; Pembamoyo, 2011; & Kadzamira, 2006). Almost in every part of the World teacher's professional misconduct is in the rise (Brady & Tajali, 2017; Chirwa, 2014).

Studies have shown that, among the most common teacher professional misconduct is teacher absenteeism, which is on the increase in most countries as there was reported cases about teachers absenting themselves from duty without permission (Scott & Wimbush, 1991; Alcazar, Rodgers & Kremer, 2006; Narayan & Mooij, 2010). Teacher's absenteeism. According to the Independent Advocacy Project (2010), is among the major contributory factors to the falling standards of education since it amounts to heavy loss of valuable class work and the inability to cover the syllabus. Various causes of absenteeism pointed out include low morale due to low salaries, poor accommodation and poor working conditions (Scott & Wimbush; 1991; Adelabu, 2005; Ramachndran, 2005). In Lesotho, Urwick, Mapuru, and Nkhoboti (2005) found out that absenteeism was attributed to poorly motivation to teachers.

In addition, Massawe (2011) and Malunga, (2003) claimed that cases of teacher misconduct like absenteeism were due to inadequate orientation of teachers on code of conduct, lack of enforcement and low levels of job satisfaction. In Uganda, Mulkeen (2005) found out that some teachers committed fewer hours to classroom teaching in favour of their private work such as gardening. Mulkeen further noted that lack of school inspection also contribute to teachers' lack of commitment. The results are consistent with similar studies in Malawi (Kadzamira, 2006) and Nigeria (Independent Advocacy Project, 2010). These studies show that some teachers might prefer committing themselves to secondary activities than their primary function of teaching. Teacher sexual misconduct is also one of the most pressing misconduct among

teachers (Bennell, Hyde & Swainson, 2002; Adelabu, 2005; Mulkeen, 2005). Fauske, Mullen & Sutton, (2006) state that the prevalence of sexual misconduct in schools is difficult to estimate because most cases of sexual misconduct are not reported. In United States of America, Thomas (1999) as cited in Henry & Griffith (2006) expressed concern with the rate of teachers being disciplined in the area of sex-related offenses. Although male teachers were reportedly committing more offences, there was a significant increase in female teachers sexually abusing their students in America (Thomas, 1999).

Although some cases may not be reported, the potential consequences for the profession may be serious .A survey conducted in Botswana reported that 67% of secondary school students were sexually harassed by teachers, one-fifth had been proposed to by a teacher, and at least 11% were considering dropping out (Wible, 2004). Chanika, (2003) reported that in 2003, thirteen cases of teacher-pupil sexual behaviour were handled in Chiladzulu district in Malawi. Although data for the current period were not available, the study concluded that the misconduct was due to lack of knowledge, irregular inspection and de-motivating factors like late payment of and poor salaries.

Kinyanduka and Kiwara (2013) through their study titled “status of female student-male teacher sexual relationship and its perceived effects in secondary schools in Tanzania” found that, Sexual relationships between male teachers and female students is high and that the ministry responsible for education needs to intervene immediately. However, it can be argued that the decision to commit sexual misconduct may not necessarily be due to ignorance of the code of conduct or late payment of salaries. In

support, Henry & Griffiths (2006) observed that adults who abuse learners are those who experience life-long attraction to children and have little interest in adults and those that have little relationships with other adults. Although Gellerman (2003) asserts that misconduct is to a large extent, situational and is not the result of inadequate understanding of ethics, teachers may consciously decide to commit misconduct as noted above by Henry and Griffiths.

Examination malpractice is another common professional misconduct among teachers; we know that examinations remain one of the commonly used types of assessment to evaluate what learners have achieved over a period of time. However, there were reports of cheating during the examination exercise (Betweli, 2013). It is stated that, teachers encourage examination malpractice not because they lack the zeal to work but want to be praised for a job not done. Teachers get involved because of the financial, material and other intangible gains associated with it (Olatunbosun, 2009).

The use of abusive language and unethical dressing, these are other teachers' professional misconduct, which have not been reported much. Betweli (2013), in his study he found that most of the urban teachers and students reported about the presence of teachers who dressed unethically and used abusive language against their pupils. More than half of the pupil and teacher respondents in urban settings indicated that, the use of abusive language and unethical dressing were common practice among teachers in their schools.

Another common teachers' professional misconduct is alcohol and drug abuse. The study conducted by Kinyanduka and Kiwara (2013) shows that alcohol and drug

abuse problem exist significantly among teachers in rural based schools especially the use of local alcohol (gongo) and marijuana is common and attributable to the fact that most of the indigenous people in rural areas used to grow and smoke marijuana. Further study by Betweli (2013) revealed that teachers adopted such misconduct as they interacted and established friendship with various groups of people who used to smoke marijuana and take alcohol and some were also native to local community having grown up in that environment.

Also, private activities (private tuitions, businesses, farm work) during official hours (Anangisye, 2011; Fussy, 2012; Ishumi, 2013; Mfaume & Bilinga, 2016) are another serious problem when it comes to teacher professional misconduct in Tanzania. Fussy (2018) commented that, some teachers even sell sweets, snacks and ice-cream at school premises and often ask class monitors or other students to sell for them during break time. This study intends to investigate prevalence of common teachers' professional misconducts in selected public secondary schools in Kiteto district.

2.3.2 Measures taken against Teacher Professional Misconducts

Dealing with teacher's professional misconducts in developing countries has not been given priority compared to developed Countries. According to Texas Education Agency (2017), developed countries have different ways of dealing with professional code of conduct violation by their public servants, speaking of teachers for example, in the United States of America depending on the magnitude of the misconduct; a teacher can be sanctioned, suspended, dismissed, and even imprisoned. Some states have established discipline units and some simply rely on the courts. Some states have established standard codes of ethics in order to clarify what constitutes unacceptable

behaviors, while others have not (Umpstead *et al.*, 2013). A study conducted on the sanctions levied against offenders by the Texas Education Agency in Texas State (TEA, 2017) showed that; some teachers were reprimanded meaning that they were inscribed and non-inscribed reprimands, as well as probated suspensions.

According to researchers, this was the weakest category of disciplinary measures taken as teachers were allowed to continue teaching in every school where they had misbehaved. Another category involves teachers who were “suspended.” This sanction keeps the disciplined educator from the classroom for a set period of time, but the educator is ultimately eligible for reinstatement to the classroom. The third category is “barred from teaching” and is the most severe sanction. This category includes individuals whose certification was denied, revoked, or surrendered voluntarily “in lieu of disciplinary proceedings, and renders that certificate permanently invalid” (TEA, 2017).

In Malawi Chanika (2007) found that, some misbehaving teachers were being disciplined by the school leader or higher authorities, where the punishment include dismissal from service and being imprisoned. For such punishment made teachers to maintain code of conduct because of serious punishment taken against them. Also such punishment bring negative impacts to teacher and his/her family as well because when being imprisoned he/she will not be able to take care of the family and also when dismissed from service he won't have any source of income making life more difficult. For this reason teachers try to observe code of conduct so as to avoid professional misconduct. In Uganda, Mulkeen (2005) reported that misbehaving teachers were given a warning by the head teacher. If they re-offended, a formal

warning was given by the inspector of schools, and finally the issue was referred to the District Service Commission. Although these actions were not effective to bring changes as it takes time, so the teacher may still continue with professional misconducts as it will take time for his case to be reported to the District Service Commission.

In Tanzania and most of the developing countries, research on measures taken against teachers who violates their professional code of conduct is seriously lacking, there are only few studies which have explored the types of misconducts by teachers (Betweli, 2013; Ng'oma and Simatwa, 2013; Chirwa, 2014; Anangisye, 2006) and measures taken against teachers who violate their code of conduct (Fussy, 2018; Ng'oma and Simatwa, 2013 and Anangisye, 2011). In Tanzania particularly, law was enacted in 2015 by Teachers Service Commission responsible for ensuring that teachers behave professionally while pursuing their duties.

The law shows that “A secondary teacher who misbehaves can be punished by the head master/mistress or the district Teachers Service Commission committee” (TSC, 2016). Tanzania teachers service commission in the years 2008/2009, 2009/2010, and 2010/2011 reported a total of 472 teachers who were permanently dismissed from service yearly for professional misconduct. The study conducted by Kujerwa, 2019 (Analysis of teachers' professional misconduct and their respective disciplinary measures in public primary schools in Ubungo municipality) categorized the teachers' misconducts and the appropriate measures taken by education authority against the misconduct depending on more or less serious the misconduct is. For the less serious misconduct, the penalties were; warning (oral or written), loss of privileges, reduction

in salary and transfer while imprisonment and demotion. For more serious misconduct the measure taken was dismissal from service.

2.3.3 Perception on the Effectiveness of School Governing Boards in Addressing Teachers' Misconducts

There have been difference in perception among education stakeholders regarding the effectiveness of school governing boards in addressing teachers' professional misconducts. The study conducted by Ben (2016) titled "The perceptions of stakeholders regarding the disciplinary system in South Africa school" found that, some school boards are lacking seriousness in addressing the professional misconducts hence lead to increasing cases of misconducts. According to Thomson (2009) revealed that scarcity of teachers contribute to ineffectiveness of school governing boards in addressing teachers' professional misconducts as they afraid of lose the teacher as he/she teaching complex subjects such as mathematics. The study conducted by Mwombeki (2013) shows that some school governing board members have been in school board for long time this contribute to the poor performance of their roles.

2.4 Knowledge Gap

Professional misconduct among teachers is a global concern for both developed and developing countries (Fussy, 2018; Chanika, 2003; & TEA, 2017). Form and type vary from place to place, for example a study which was conducted to see the type of misconducts by rural and urban teachers found that, unethical dressing and abusive language was much prevalent among urban teachers while alcohol and drug abuse and absenteeism was fund to exist both in rural and urban schools (Betweli, 2013). Generally studies have shown that, professional misconduct is a growing problem

with such misconducts as corruption, truancy, lateness to work, alcoholism, financial mismanagement, sexual immorality and drug abuse being the most common of misconducts (Lauwerier and Akkari, 2015; Mabagala, 2016; Mfaume and Bilinga, 2016; Ndibalema, 2013).

This create a` gap in research where measures taken against the teachers who violate code of ethics are not clearly addressed but also perceptions of stakeholders on the effectiveness of school governing boards in addressing teachers misconducts have not been discussed in most studies which presented the issue of professional misconduct. In other words most of studies ended in identifying common teachers' professional misconducts only.

Due to the gap observed the study focused on identifying common secondary school Teachers' professional misconducts in Kiteto district, explored measures taken by Ward and District education authorities against teachers' professional misconducts and explored the perceptions of education stakeholders on the effectiveness of school governing boards in addressing teachers' professional misconducts.

This will help to broaden the knowledge and assist in policy formulations so that the professional misconducts can be addressed and burnt as well. Reporting common professional misconduct is not enough to bring changes expected but addressing on the measures taken against professional misconducts and perceptions of education stakeholders on effectiveness of school governing board in addressing teachers misconducts will help to bring desired changes.

2.5 Conceptual Framework

The conceptual shows the sustainability and efficiency of education system depend on various factors including teachers' professional conducts as well as efforts done by the stakeholders and education authorities such as ward and district education officers.

In order for the educational goals to be reached, there should be effective teachers' professional codes of conduct (including teaching creativity, being honest, working with discipline, and working under commitment), which are the important assets to bring about the desired and planned educational goals such as to attain the quality and standard education.

The approach also focused on the factors that tend to hinder the development of education system (referred to teachers' professional misconduct) including disrespectful, truancy, love affairs with students, improper dressing, alcoholism and laziness. These factors tend to impede the process towards the implementation of education goals (including Education for All and Millennium Development Goals) that have been set aside by national education system. Also the approach recommended the best measures (including to dismiss the teachers from services, transfer, suspension, suing to the court of law, withholding annual salary as well as withholding annual increment) that should be acted by stakeholders in education system including national education authorities, ward and district education officers, school governing board as well as teachers' service department. These measures help to shift the outcomes from teachers' professional misconduct into positive results injected by teachers' professional codes of conducts hence leading to quality and standard education.

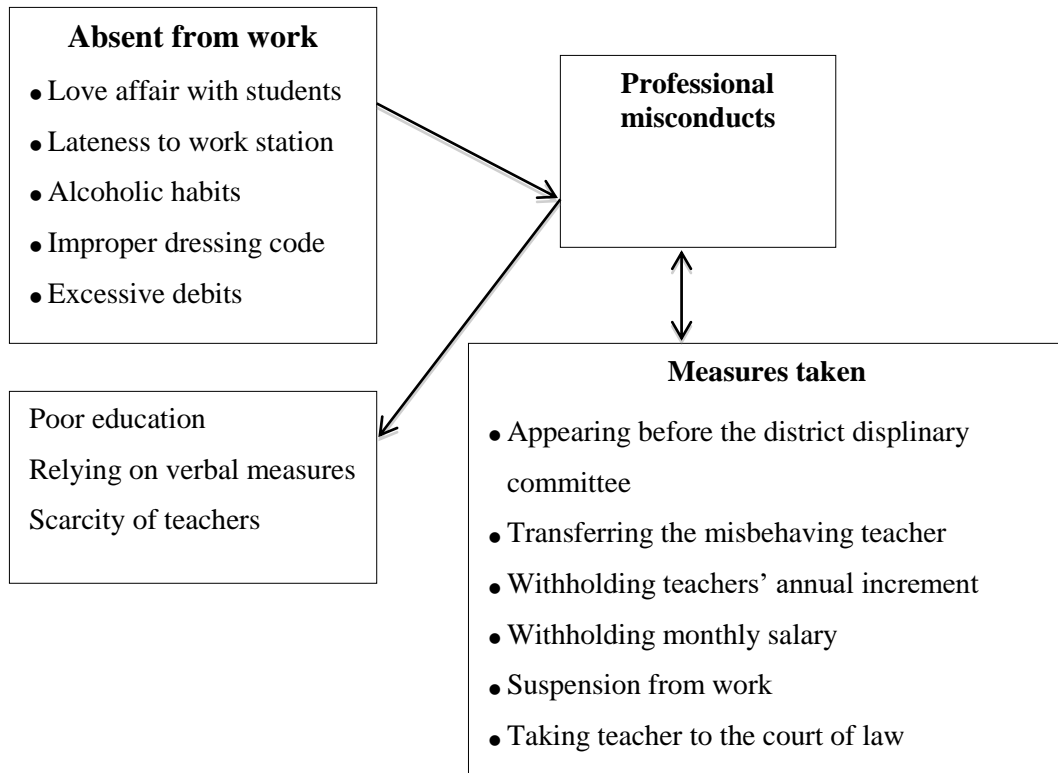


Figure 2.1: Types of Professional Misconducts, and Measures taken against Professional Misconducts so as to Attain Educational Goals

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a methodological procedure, which was employed in going about this study. Specifically the chapter describes research approach, research design, research area, targeted population, sample and sampling procedures, method of data collection, trustworthiness of the research instruments, data analysis as well as ethical considerations.

3.2 Research Approach

This study was a qualitative study; the approach was chosen so as to enable the researcher to conduct an intensive, narrative and fully comprehensive investigation by giving participants an opportunity to express their deep feelings freely and openly regarding the question under investigation. Qualitative approach was thought to suit this study as it will allow the collection of full-scale information that will contribute to the understanding and resolution of the phenomenon under study.

3.3 Research Design

Case study design was used in this study so as to allow the researcher to generate in-depth information about the effectiveness of secondary school boards in dealing with teachers' professional misconducts within its real-life context.

3.4 Research Area

Manyara region was proposed to be this study's field area because of researcher's personal experience gained from involvement in other previous study across the

region. This study was carried out in Kiteto district, which is one of the seven districts in Manyara region. Manyara, one of Tanzania administrative regions is found on the north eastern of Tanzania with a population of 1,425,131 according to 2012 national census, the region has seven districts; Kiteto district, and others being Mbulu TC, Mbulu DC, Babati TC, Babati DC, Simanjiro DC, Hanang DC. Kiteto DC lies between latitudes $4^{\circ}45'00.0''\text{S}$ and longitudes $37^{\circ}00'00.0''\text{E}$, it is bordered by Simanjiro district to the north, Tanga region in the east and by Dodoma region in the southern and western parts. According to the 2012 Tanzania National Census, Kiteto district is home to 244,669 residents. Kiteto district has twenty three (23) wards, which are; Bwagamoyo, Bwawani, Chapakazi, Dongo, Dosidosi, Engusero, Kaloleni, Kibaya, Kijungu, Laiseri, Lengatei, Loolera, Magungu, Makame, Matui, Namelock, Ndedo, Ndirigishi, Njoro, Olboloti, Partimbo, Songambe and Sunya (NBS, 2012).

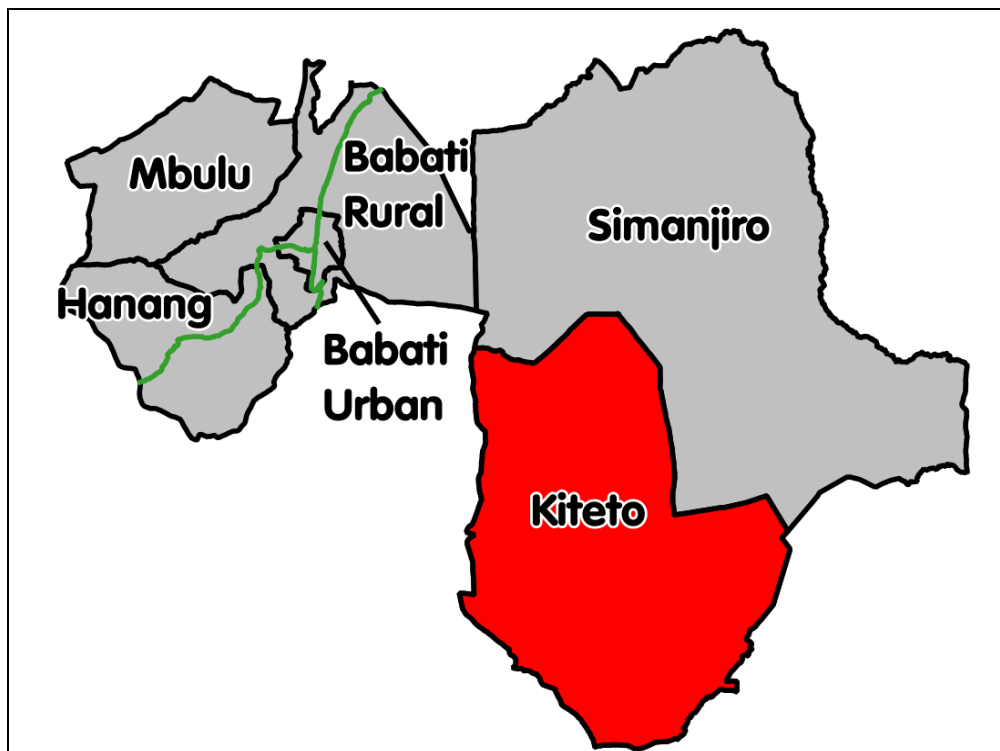


Figure 3.1: Study Area

3.5 Study Population

The targeted population for this study was all head of Kiteto district's secondary schools, board members of the secondary school, ward educational officers (WEOs) and Kiteto district education officer. Heads of the secondary schools were among the population for this study since; being immediate supervisors of the secondary school teachers they are in a position to know, deal with, and report teachers' professional misconduct to the board and high authorities when necessary.

Members of the school board were engaged in this study since according to Education act no. 25 of 1978 section 38 and its 1995 amendment, the school board is responsible for the supervision and advising the secondary school management on the operation of the school, teachers' misconduct inclusive (Education Act, 1978; Education (amendment) Act, 1995).

3.6 Sample Size

The sample size was intended to be enough to give a confidence interval of desired accuracy. Therefore, the sample size was calculated using (Fisher *et al.*, 1999) formula whereby; P was assumed 50% to be as a target population, which is not well known.

$$N = Z^2 P (1 - q) / d^2$$

Whereby;

N= the desired sample size

$P =$ proportion in the target population estimated to have a particular characteristic among the secondary school heads, ward officers, school board members and district education officers in Kiteto district which is assumed to be 50%

$q = (1-p)$ proportion of the population who are estimated to not have the particular characteristics among the selected population

$d =$ degree of accuracy desired (0.05 or 5%)

$z =$ Confidence interval (1.96)

Therefore, by using Fisher formula, a sample of 186 respondents was obtained. In which 18 were secondary school heads, 144 members of school boards, 23 ward education officers and 1 district education officer. The respondents were useful to the study as they provided relevant and sufficient information on effectiveness of secondary school management in addressing teacher's misconducts in Kiteto district.

3.7 Sampling Procedure/ Techniques

Both simple random and purposive sampling techniques were used to obtain the sample. Purposive sampling technique was used to recruit the Ward Education Officers, Heads of the school, chairpersons of the school governing boards, and Teachers Service Commission officer. The sampling technique was used because of the administrative and managerial functions that each of the chosen member performs. So it was easier to get the in-depth information from ward officers, Head of schools, chairpersons of school governing boards and Teachers Service Commission officer.

On the other hand simple random sampling technique was used to select the schools and members of the school governing board from every school. Schools were marked

using letter A-R so as to avoid indicating name of schools. Any member of the board had equal chance of being selected to participate in the study there was no any criteria used to select the schools and members of school governing board from every school.

3.8 Data Collection Methods

This study used interview methods for gathering data. It involved asking open-ended questions to converse with respondent and collect data about professional misconducts. The main advantage of this method was provision of accurate screening to get detailed information as it involved face to face interviews, captures verbal and non-verbal questions, helped researcher to keep focus and helped to capture emotions and behaviors. A list of checklist questions was prepared so as to guide the interviews.

The reason for selecting interview method in data collection of the study is because this was a qualitative research and different respondents had different types of answers to the same structure of questions depending on their knowledge and experience.

3.9 Instruments of Data Collection

The study used open ended questionnaire and semi-structured interview guide for collecting data. The researcher developed the questionnaire based on literature review regarding common professional misconducts. A semi-structure interview was used in the study to obtain information from Teachers Service Commission officer and ward officer regarding measures taken against professional misconducts in Kiteto district.

3.10 Validity and Reliability of Instrument

To ensure validity and reliability the instruments for this study were reviewed prior to their implementation to validate that the instrument met the study objectives. There was peer and panel review of the instruments and their evaluations were considered in finalizing the questionnaire. The questionnaire was piloted in two schools located in Kiteto district. Piloting of the study involved two head of schools, four school board members, and one ward education officer. Consecutively the questionnaires for this study were tested between two periods of time and for each time Cronbach's alpha coefficient of 0.7 were obtained.

According to Cohen, Manion & Morrison (2007) reliability level of an instrument is acceptable if it ranges from 0.67 and above. Therefore, the instruments used in this study were reliable. For an interview instrument, reliability and validity depended on transparency, communicability, and coherence of data analysis and interpretation (Ndibalema, 2013).

3.11 Data Analysis Procedures

Data gathered for this study was analyzed by using content analysis. Content analysis involved identification, coding and categorizing the primary patterns of data. Content analysis was used to analyze the contents from the verbal source, which is the main data collection method for this study. Verbatim transcription was done for all participants' responses from interviews, and then a transcription was translated to English language. The first stage of analysis involved examination of the commonly repeated codes from participants' narration, this stage was applicable for the first and third objective which was to identify common professional misconducts and to

explore the perceptions of education stakeholders on the effectiveness of school governing boards in addressing teachers' professional misconducts in Kiteto district, where each of interviewee had his/her personal view regarding the question asked due to their personal experience, so repeated codes from participants explanations were examined first for further stage. The second stage was grouping similar codes into categories. The similar codes were grouped together for easy understanding of the concepts. The third stage involved validation of the categories and development of the main themes. The final stage involved reporting the main themes as the study findings.

3.12 Ethical Consideration

The researcher observed all rules and procedures to observe cultural values, ethics and human rights of all participants involved in the study. In so doing, it helped the researcher to protect respondents from stress, harm or danger. In order to avoid any impediment to the research process the researcher to clarified the purpose of the study to the local government officials. This acted as a way to value leadership and authority. Participation in this study was voluntarily. The researcher had to obtain the verbal informed consent from the participants. The participants were assured of their enormity in that none of the information from them will be attributed to their names. This study observed such ethical principles as; privacy, observing protocol and confidentiality, and anonymity as discussed in the following subheadings.

3.12.1 Observing Protocol

Before going for data collection a researcher obtained research clearance letter from the office of vice-chancellor of the open university of Tanzania, which introduced the researcher to Manyara regional administrative Secretary (RAS). The RAS then

provided an introductory letter to Kiteto district administrative secretary (DAS), who introduced the researcher in writing to Kiteto district executive director. From the DED the letter was provided to Kiteto district education officer who gave formal permission to schools for actual data collection.

3.12.2 Informed Consent

A researcher introduced himself at each participating school and elaborated the aim and significance of this study. He then sought informants' consent to participate in the study, the researcher also asked informants' permission to use audio recorder for recording the discussion, which involved interview.

3.12.3 Freedom to Withdraw

Participation was voluntary. Freedom to withdraw was among the ethics, which was considered for this study. Researcher informed the participants that their participation was voluntary and that, she/he was free to withdraw from participating in this study at any stage of this study.

3.12.4 Confidentiality and Privacy

For this case the researcher ensured confidentiality of the information of the informants during the whole process of data collection and analysis by excluding real names of the participants and ensuring that information was disclosed from the researcher. In each school researcher asked for isolated room for conducting interviews with the participants. All information given from the field was stored in a laptop which was password protected so as to prevent unauthorized people from accessing them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses and discuss the findings related to the effectiveness of secondary school management in addressing teachers' professional misconducts in accordance to the objectives of this study which include; to identify common secondary school Teachers' professional misconduct in Kiteto District, the exploration of the measures taken by district education officer against teachers' professional misconducts in Kiteto district, and to explore the perceptions of education stakeholders on the effectiveness of school management in addressing teachers' misconducts in Kiteto district.

4.2 Common Secondary School Teachers' Professional Misconducts

4.2.1 Absent from Work (Work Absenteeism)

When heads of schools were asked to list the most common teachers' professional misconducts among secondary school teachers in their schools, all head of schools said that absenteeism is the major problem. Heads of schools were of the view that, some of the secondary school teachers take advantage of not being close to the district administration where there are education officials to whom they are directly responsible to continue with their professional misconducts since they know that it is very difficult for them to be reported to higher authority especially district education officials.

The head teacher of school F reported,

“Teachers do not follow public service regulations, I think this is because the district education office also are the ones who can punish

teachers who misbehave. Teachers have the room of being absent from work since for some subjects like Civics, History, and Geography teachers do not enter classes daily, and these are ones who are champions of absenteeism.”

This finding aligns with a number of previous studies, which also found that teacher's absenteeism was one of the common misconduct in the teaching profession. The study conducted in Nigeria by Scott and Wimbush (1991), Adelabu (2005), and Ramachandran (2005) showed that teachers claiming that lack of motivation to attend work on daily basis due to low salaries, poor accommodation and poor working conditions.

This is also true in Uganda. It was found that, inappropriate school inspection by zonal or regional education authorities contributed to high teacher absenteeism in Uganda (Mulkeen, 2005). Law enforcement is closely related to adherence to public service rules and regulations by the public servants.

Again Barrett (2004) pointed out that, in Tanzania teacher absenteeism tends to increase when teachers run out of money. When teachers lack money they tend to dodge sessions giving out reasons for their absenteeism. On the other hand Massawe and Malugu (2011) found interesting findings that, among the reasons for teacher absenteeism was lack of law enforcement by the government authorities similarly, the study by Haki Elimu (2010) revealed that in the visited primary schools the rate of teacher absenteeism was 10%. This implies that, most teachers do not cover their syllabuses on time as a result student sits for their final examinations unprepared. In simple terms; students are punished for their teacher's wrong doings.

According to interviewed teachers from Kiteto district, secondary school teachers whose schools are far away from the district and regional education offices are more likely to dodge sessions since they know that their misbehavior will not be noticed easily by their employers. This calls for authorities to intervene by ensuring that public service regulations are adhered to by all public servants including teachers.

4.2.2 Love Affair with Students

Some heads of secondary schools when interviewed argued that, love affair with students is a common problem in most secondary schools. Heads of the secondary schools interviewed were of the view that, this misconduct was on the rise, in spite of measures taken against teachers who are proved to have sexual relations with students.

Teacher from school D said,

“Sexual relationship with students is becoming a chronic problem; male teachers are dating these children as if they are their fellow teachers/peers. I don’t think if this problem will ever be solved since if it happens that the teacher has impregnated the student, the teacher bribe parents or relatives with a huge amount of money so that they may not report the case to police. And it ends like that.”

Sexual relationship with students is found in teaching profession for sometimes now; previous studies from several parts of the world have revealed this reality. Female students – male teachers sexual relationships was found to be the most pressing misconduct in secondary schools and higher learning institutes (Bennell, Hyde & Swainson, 2002; Adelabu, 2005; Mulkeen, 2005). Although most of sexual misconducts between teachers and students are unreported the rumors that teachers abuse students sexually was found to be very common in Tanzanian secondary

schools by previous studies (Kinyanduka & Kiwara, 2013; Fauske, Mullen & Sutton, 2006).

Kiteto district like many other districts in the country is witnessing a good number of students dropping out of school due to early pregnancies and some of these cases are caused by their teachers (Kinyanduka & Kiwara, 2013). Teachers' professional misconduct have a serious impact on teaching and learning process as it lowers teachers' performance which has a direct relationship with students 'academic performance (Betweli, 2013). In the long run this jeopardizes the initiatives to improve educational quality in many low-income countries, including Tanzania (Anangisye& Barrett, 2006).

4.2.3 Teachers' Lateness to Work Station

Almost all head of schools interviewed in this study reported that, lateness among teachers is a chronic problem arguing that late coming to work is a problem to almost 80% of teachers in the selected schools. When the head of school E was asked whether there is an attendance book for teachers to sign and indicate time when they arrive at school as required by the public service standing order.

An interview with the head mistress of school E in Kiteto district, had following to say,

“Yes, there is a signing book and we supervisors have to draw a black line at 7:30 and a red one at 7:40 but I don't bother doing all that since at the end this put at stake good relationship you have with your staff. So, partly I agree that we (administrators) perpetuate this problem for not taking appropriate measures, but I can assure you that this problem is common in most of schools and every head of school will give you their own reasons for not taking necessary measures to end lateness among their staff.”

Interview with other heads of schools revealed similar scenario of heads of schools contributing significantly to teacher's lateness. The head of school A responded to question which wanted him to say measures he take against teachers who come late to school.

He said,

“In my school it's only four teachers who regularly come late to school, especially teacher X who mostly come to school around nine in the morning. Surely I have failed to take appropriate measures since one of those teacher who came late to work is my friend and I know that he drank alcohol after work (we drink alcohol together) so he can't come early to work next morning. This means reporting others to the District Education Officer for example means that I have to report him too, (which is impossible as this means reporting my own irresponsibility). “

Previous studies shows that, lateness to work is among the most common misconducts among secondary school teachers from different parts of the World. Chirwa (2014), his study conducted in Malawi titled “An investigation into the causes and effects of teacher misconducts in selected public secondary schools in Dowa district” found that, teachers were reporting late to duty up to 10 am and that some of them had been warned several times with but in vain.

In Kenya, Ng'oma and Simwatta (2013) found that, lateness among teachers was a big problem and that, this was contributed by such reasons as negative attitude to their work, attending to their shambas early in the morning before going to work. Also education authorities of Nyando district where Ng'oma and Samwatta's study was conducted reported that lateness among teachers in that district was contributed by natural disasters, which delay teachers from reaching schools early together with negative attitude to their work.

Mabagala (2016) conducted a study entitled “Prevalence of professional misconducts in Nzega district.” According to him morning periods and activities were disrupted by teachers’ lateness to the school, for example the researcher commented that activities like environment cleaning could not be done with the absence of teacher’s supervision and hence the school timetable was affected.

In this study respondents showed that heads of secondary schools in Kiteto district were responsible for perpetuating lateness among public secondary school teachers since they are entrusted with the responsibility of supervising teachers and ensuring that they adhere to teacher’s professional code of conduct but they were found not to do this requirement of the law. Teacher lateness is a serious misconduct since students are missing a large percentage of morning sessions and this was implied on students’ performance.

4.2.4 Alcoholic Habits

Of all six heads of secondary schools who were interviewed during data collection, five head of schools said that alcoholism is a big problem among one or more teachers in their staff offices.

Among the teachers who were interviewed, head of school F said,

“Honestly speaking male teachers don’t have many problems like female teachers, but their problems are very serious. I have three alcoholics in my staff, I have tried to do everything in my authority but the situation is worse sometimes they don’t enter classes, they come late to work, and they fight their fellow teachers. Again the other teacher when he is drunk he insults students and sometimes he cane them with no reason.”

These findings concur with a number of studies, which also found that, teachers especially male teachers were indulging in alcoholism.

Betweli (2013) in his study in Sumbawanga found that rural teachers were involving much in alcohol drinking which was found to be among factors, which affected teachers' professional behaviour. Again Barret (2004) found that 1 out of 7 teachers was a drunkard, in rural areas this make it difficult for teachers to attend session because they are drunk. Betweli (2013) found that, the price of local brew, which was preferred by rural drunkards, was very cheap compared to others. Kiteto is a rural district; perhaps in long term the reason of drunkenness will be reported by almost all teachers.

However in rural areas modern beers are very expensive and do not have many fans as compared to local brew. Alcohol drinking lead to abseeintism and lateness to work places so apart from abusing teacher profession students are affected by this behavior, since a drunkard teacher do not have enough time to prepare for next day's sessions as a result students will either miss the lesson or they are taught by an ill prepared teacher. In both cases students are likely to perform poorly academically in their studies. This was also commented by previous researchers that professional misconduct by teachers have an impact on teaching and learning process and consequently on students' academic performance (Ng'oma and Simatwa, 2013, Betweli, 2016).

4.2.5 Improper Dressing Code

Improper dressing code is a common misbehavior in secondary schools among female teachers, it was reported by at least two head teachers interviewed in this study. An interview conducted with the head of school B, had the following to say, ”

Improper dressing code is a common misconduct among young female teachers; most of them have not yet been married. We are trying to talk

to them not to dress unbecomingly and some of them improved but others seem resistant. Some teachers wear appropriately while at work but wear improper dresses while out of the office they as a same time meet their students in the streets with their miniskirts and skin tights. This is a serious problem since we always insist good manners to our students, and when you talk of modest dressing students asks about teachers who do not wear respectfully.”

Teachers have as much school pride to show as students do, may be even more. Teachers are hired to show professionalism and to show the school’s image, if that is abused and not taken seriously then they shouldn’t be classified as teachers (Edubirdie, 2021).

It was found that teachers wear unprofessionally. This results are in line with a number of previous studies which also indicated similar results. For example, the study conducted in Kenya by Betweli (2013) found that, female urban teachers’ dressing code was inappropriate for the teaching profession. He also found female teachers are leading for inappropriate dressing as most of them wear short skirts and tighten trousers, this affect students as they end up staring how teacher has dressed instead of concentrating on what is taught and imitate how teacher has dressed, later on they come to dress inappropriate like their teacher.

Mabagala (2016) conducted a study in Nzega titled “prevalence of professional misconduct in Nzega district, Tanzania public secondary schools” and revealed that there was an agreement between head teachers and primary school students that, teachers wore slovenly. The problem is that, teachers are role models to their students; so if they wear slovenly they might affect a big group of students who might think that inappropriate dressing is allowed since teachers are wearing the same.

Another group of teachers include those who wear properly at school but after work they put on clothes which are not respectful for teaching profession, while moving in the streets, these teachers meet community members who send their children to school to be taught by these very teachers who wear miniskirts, transparent clothes and tight clothes (Edubirdie, 2021). The community members might be wondering, “What will teachers of this kind teach our children?”

4.2.6 Excessive Debts

Too many Debts is another emerging type or misconduct among secondary school teachers in Kiteto district. Head teachers who raised this type or misconduct revealed many things.

The head of school C said,

“I think all teachers have Bank loans; this has no any problem since banks help us get huge amount of money at a time for accomplishing big projects like building a house and buying cars. The problem is that after the teacher borrowed from the bank they still need some more money, therefore teachers usually turn to local financial institutions which give loan but under some conditions like, to submit their ATM card which will retained for the whole repayment period. They also borrow from individuals like their fellow teachers and community members.”

Unethical borrowing was also found to be among fast increasing misconduct among teachers in Kiteto district, this finding is contrary to previous studies’ findings (Betweli, 2013; Goodman, 2006 and Lauwerier, 2015). This can be explained from the fact that; nowadays there are a lot of financial enterprise which provide loans to public servants than it used to be. A problem arises when these teachers fail to repay their loans. Some of these creditors search for their debtors in their work places since

they cannot find them easily at home or on streets. Since teachers are always aware that their creditors are searching for them they tend to dodge from attending school as a result students will not be taught appropriately and therefore fail their exams.

Tanzania like other Third World countries is also facing a problem of unsatisfactory working conditions for its employees especially those working under the central and local governments. In the United Republic of Tanzania (URT), teachers fall in this category and are currently holding responsible their employer (i.e. the government to pay their outstanding claims which have accumulated for so many months, if not years (Shiji 2005).

According to Professor Shiji (2005) of the University of Dar es salaam, who was contributing to a paper presented by Professor Mwajabu Posi at a seminar on Academic Freedom, Social Responsibility and the State of Academic, she argued that “under the ongoing economic reforms the education sector suffered most.

There is no way any state in African that can claim it does not have money to finance education; priority is simply not been given to education” and that’s why teachers end up have excessive debits which becomes difficult for them to pay due to low salary paid.

Again, teachers with such problems are more likely to shy away from staffrooms and from classes especially when their fellow teachers and students discover their behaviors of borrowing money without returning back.

Since unprofessional borrowing involves community people and funding institutions, the situation affects school image and spoils teaching profession. Previous studies have persistently shown that teachers' salary is always small compared to the service they offer and other cadres (Mabagala, 2016; Hakielimu, 2013).

4.3 Measures Taken by District Authorities against Teachers' Professional Misconducts

4.3.1 Appearing before the District Disciplinary Committee

Kiteto Teachers Service Commission (TSC) reported that, when a teacher is reported to the district for misbehaving persistently they are given a call to appear before the district education disciplinary committee.

In the interview with Kiteto Teacher Service Commission officer, he said the following,

“Before calling the reported teacher the office makes sure that, a number of disciplinary measures were metered against the teacher, so head of school is supposed to submit a report on the measures taken against the teacher so as to act as an evidence in case the teacher rejects accusations against him/her or if he/she need to be held responsible for the accusations against him.”

Appearing before the district disciplinary committee is very serious disciplinary problem but it occur rarely. Most teachers do not really want to be taken to this committee since some punitive measures are metered here. It was commented by the district Teachers Service Commission that teachers who are taken to district disciplinary committee are those with a long history of professional misconducts so they are regarded as troublesome.

Teachers Service Commission may advise the employer through district education officer to take respective measures against the teacher who has misconduct, the advice include; service dismissal, reduction in rank, reduction in salary and stoppage of increment (Kiteto District Teachers' Service Commission).

Findings from this study shows that most of misconducts are not reported, it's only few teacher professional misconducts which are reported to district authorities and this weakens school governing board's effectiveness as it cannot intervene directly on teachers' professional misconduct either by ignorance of the board's power or due to nepotism. Ward educational officers seems to have a long list of teachers misconducts but the Teachers Service Commission who deals with morality issues of secondary school teachers reported that it's only about eight cases which are reported to them or the office yearly.

This variation of cases reported to higher authorities might be caused by a number of factors, for example; if a teacher is close to the head of school it's more likely that his/her misconducts will not be reported anywhere, alike if unprofessionally behaving teacher is close to the Ward Educational Officers (WEO) his case will end at the ward level. This might make sense since at school there are a lot of unprofessional conducts by the teachers as compared to cases reported to the WEO and so on.

Previous studies (Texas Education Agency, 2017; Brady and Tajali, 2017) found this measure (appearing before higher level disciplinary committee) to be effective. In Texas America for example, teachers who were taken to the zonal disciplinary meeting were warned and held responsible in various ways. This helped some teachers

to change their behavior and stop unprofessional conducts (Texas Education Agency, 2017c). Brady and Tajali (2017) found that in Texas state alone 584 teachers out of reported cases were suctioned from teaching for a certain period. This is a good evidence that higher authorities are more likely to respond effectively to teacher unprofessional conducts but this depend on whether they have information from schools and wards or not.

4.3.2 Transferring the Misbehaving Teacher to Another School

It was reported by Teachers Service Commission that, depending on the severity of the teacher's misconduct they may be transferred to another school with a warning letter showing that if such misconduct persists more serious measures will be taken.

The district Teacher Service Commission officer said,

“Some misconducts spoil the school image, for this case we need to safeguard school's image. This is by transferring the teacher to remote schools. Example if a misconduct was associated with going to bar and drink alcohol then the teacher is being transferred to a very remote area where he/she cannot get alcohol.”

Teachers argued that, the transfer is the most preferred punishment as it's easier and cheaper to transfer teachers within the district. Kiteto Teachers Service Commission argued that, most of transferred teachers are transferred to remote areas as a punitive measure. The problem with this punishment is that in the remote areas there is no close supervision by the district education officials as a result teachers are likely to continue with their misconducts.

The study conducted in Kenya by Ng'oma and Simatwa (2013) argue that, teachers like other people are resistant to change and abandon their unprofessional behavior,

the same authors contend that, female teachers on the other hand are easy to change their unprofessional ways that is why most of the cases reported to higher authorities with serious misconducts like sexual relations with students involve male teachers who faced such punishment.

In Nigeria the study conducted by Olatunbosun, 2013 revealed that transferring the misbehaving teacher was a good punishment as teachers who faced such punishment changed their behavior and adopted professional codes of ethics, however some teachers still repeat very same mistakes even after the punishment. Olatunbosun also explained about further punishment that are taken against teachers with professional misconducts including withdrawal from service, taking a teacher to the court of law and withholding teachers' annual increment.

Transferring a teacher to another school is problematic in itself as it's difficult to know if for sure it was a punitive measure to the teacher being transferred, the question is; has really this been a punishment to this teacher? Alongside punitive measures, the government should invest on using counseling and guidance services to teachers as punishments are proving failure in instilling morals to teachers and public servants at large.

4.3.3 Withholding Teacher's Annual Increment

The district Teachers Service Commission held that, withholding teacher's annual increment need to be done by the head of school but if it is learnt that the teacher has never been punished this way, the district may decide do it. The Teachers Service Commission admitted that, this is not a very much preferred punishment as most teachers find it more punitive over others.

In his interview he said,

“Yeah! Sometimes we punish teachers by withholding their annual increment, but you know nowadays public servants don’t have annual increment as it used to be, so we no longer use it, although we used it for sometimes some years ago but it was found to be far brutal than transferring a teacher or reprimand.”

The study conducted in Tanzania by Mfaume and Bilinga, 2016 titled Prevalance of teachers’ professional malpractice in public secondary schools found out that, withholding a public servant’s annual increment is one of the most serious punishments. As one of the possible punishment it used to be administered to teachers whose unprofessional conducts were becoming intolerable in the sense that all lower level disciplinary measures have failed to help a teacher in question.

Also Ndibalema, (2013) revealed that if a teacher admits and exhibits a real change in behavior then their salary increment is released after probation period which may range from six months to a year. He further explained that teachers who ever experience that punishment changed their bad behavior and adopted code of conducts.

But as presented by the Teachers Service Commission in the interview, that for several years there was no salary increment to all public servants in the country, hence this punishment is invalid and it has not been used for about six years now. This has made disciplinary authorities to use other punishment depending on the intensity of the misconduct.

Misconducts like in subordination, absence from work, lateness to school and negligence of assigned duties may be punished by withholding employee’s annual increment (Tanzania Service Commission, 2015).

4.3.4 Withholding Monthly Salary

It was discovered that, in some rare extreme cases a teacher practicing misconduct could be denied of their monthly pay while required to attend to work and teach as usual for several months. According to the interviewed District education officer, this was meant to remind teachers as public servants that, they can be severely punished.

The district education officer said,

“In almost all cases, teachers who are punished by withholding their salaries end up with dismissal from service. This has proved to be case since this type of punishment and suspension from work are too severe for someone intending to serve as a public servant throughout his/her years of service.”

A teacher’s monthly salary may also be withheld to punish a misbehaving teacher. Most interviewees were of the view that, this kind of punishment used to be applicable mostly to teachers who used to have more than one employment at the same time or those teachers who would not attend to their duty station for a considerable period of time.

Previous studies also found this kind of punishment to be effective as most teachers who were punished by withholding their monthly salary stopped their misconducts although most of them the change was observed for a short period of time (Hakielimu, 2013, Ng’oma & Simwata, 2013). Most interviewees were also of the view that, this type of punishment become more familiar in the fifth phase government leadership by the late John Pombe Magufuli contrary to previous leaders where a teacher would quit from work for months and his/her salary would continue to flow.

When teachers become aware that their misconducts are likely to be punished by withholding their monthly salary are likely to change their bad behaviors so as to

avoid punishment of this kind (Mulkeen, 2005). Mulkeen also revealed that this punishment caused more problems to teachers as they end up having excessive debts, which is also a misconducts as it distracts a teacher to the extent of not fulfilling his/her responsibilities effectively.

Tanzania Service Commission (2015), shows that misconducts like insubordination, absent from work, lateness to work and negligence of duties may be punished by withholding employee's salary. Although, this punishment was applicable for some time but misconducts are still progressing.

4.3.5 Suspension from Work

Some seriously misconduct may be punished by suspending the government employee from service for a certain period. For example Suspended teachers may be returned to service after asking for forgiveness from the district education authorities or if they are proved to be guiltless.

In the interview with Kiteto Teacher Service Commission Officer, he said,

“For those teachers who were warned for several times and not showing any signs of changing they may be suspended from work for six months or a year. Reasons for suspending a teacher from service may be because of being under investigation for the misconducts which he/she is accused for, if found guilty in the court of law, then he is punished for his contravene.”

According to Kiteto Teachers' Service Commission it is considered that, suspending a teacher from work is the last warning before termination form work and therefore in most cases, suspending teachers has helped many teachers to change their unprofessional conducts. Previous researchers have shown persistently that teacher

misconducts is increasingly becoming a global concern with many being number of either investigated, suspended, or dismissed teachers increasing every year (Brady & Tajali, 2017; Toomer-Cook *et al.*, 2006, and Ng'oma & Simwata, 2013).

Suspension is not a common punishment in Tanzania, but a teacher may be suspended as noted from the interview with the district Teacher's Service Commission if the teacher is under investigation, having a criminal case in the court of law, or rarely if it is administered as a punishment to unprofessional teachers.

This finding that teachers are suspended from work for misbehavior is in line with the current situation where many teachers are being suspended from public service globally. From interviews with education stakeholders it can be summed up that, if rules and restrictions were applied evenly to all teachers regardless of their personal relationship to head of schools, district and regional education officials it would help to curb the problem of teacher's misconduct.

This is the case since it was discovered that, some misconducts by the teachers are not reported to higher authorities while the similar misconducts when reported leads to suspension, dismissal or even imprisonment of such doers. Apart from weakening the government efforts through the teachers service commission to oversee teachers' moral conducts in executing their duties it also make laymen view teaching cadre as having double standards. If fairness was practiced in administering punishment to teachers as spelt out in the teachers' code of ethics, this would enhance good conduct among teachers and discourage unprofessional behaviors among teachers.

4.3.6 Taking Teachers to the Court of Law

Some teachers' professional misconduct requires a teacher to be taken to the court of law immediately

This was discovered from an interview with a ward education officer, he said,

“In recent years we have not witnessed any secondary school teacher being taken to court, but such accusations like impregnating school girl, murder case and raping a student call for immediate government authority's intervention. When a teacher is taken to the court he/she is immediately suspended from public service until when proved guiltless otherwise this teacher is imprisoned or fined and that mark the end of his/her public service.”

Such teachers professional misconducts include; negligence of duty, stilling, corruption, having many debts, fighting, killing, raping, and misallocation of fund (Tanzania Service Commission, 2015), may require a teacher to be taken to the court where a teacher can either be proved guilt or declared guiltless.

For the whole period when a teacher is having a case in the court of law he/she is suspended from work after which he or she is returned to work or dismissed and in some cases imprisoned for a specific period of time. Sometimes a teacher may be taken to court by a parent for example; a parent may accuse a teacher for beating up a pupil for no reason (Tanzania Service Commission, 2015).

When interviewed, head teacher of school A said,

“Such cases which originates out of the school, like a parent accusing a teacher and a teacher fighting with the spouse, when taken to the court they can't make a teacher to be dismissed from work.”

Some previous studies found that, some teacher unprofessional conducts were punishable by court procedures, for example if a teacher kills a student he/she must be taken to court (BBC Swahili, 2019). Also, in Texas some teachers who were found to engage in different unprofessional conducts like sexual relations with students were taken to court and others were imprisoned after being found guilty by the court of law (Brady and Tajali, 2017).

In most cases teachers who are taken to the court of law for unprofessional conducts are found guilty and this lead to their dismissal from work. In the interview with the district Teachers' Service Commission officer, it was discovered that an average of one teachers who is taken to court of law for unprofessional conducts yearly and that in most cases these teachers end up either by being fined, imprisoned or both which means that they are at the end dismissed from public service as a public servants should not have any criminal offense.

4.4 Education Stakeholders' Perceptions on the Effectiveness of School

Governing Board

The purpose of this objective was to assess the perceptions of stakeholders on the effectiveness of School Governing Boards. Three ward education officers (from ward A, B, and C) and district teacher's service commission officer (TSC) were interviewed and they had the view that, School Governing Boards are not effective in addressing teachers' professional misconduct. When asked why they think that School Governing Boards are not effective in addressing teachers' professional misconducts in their jurisdiction different reasons were given.

4.4.1 Poor Education

Most members of the secondary school governing boards are not well informed of their roles and authorities; thus when it comes to punishing a teacher who is persistently violating code of conduct they fail to give appropriate judgment.

Kiteto ward education officer was interviewed and had the following to say,

“I think most of the members of secondary school governing boards are not aware of their positions and roles they are supposed to perform. Most of them are either standard seven or form four leavers and I am not sure if they are oriented enough to know their roles.”

Both of these comments by Ward Education Officers revealed that there is a big gap between what is expected from our secondary school governing boards and what is really happening in these boards. The 1978 education Act which decentralized all secondary schools to local communities and lower government authorities has entrusted both academic improvement and punitive roles. Unfortunately results from the interview with ward education officers were also members of the school governing boards in their respective wards revealed the following truths;

- (i) Members of the school governing boards in the visited wards consider their presence in the School Governing Boards as a privilege not a right.
- (ii) Most members of the School Governing Boards have low education background.
- (iii) Most members of the school governing boards are ignorant of their roles, powers, and rights.
- (iv) Most members of these boards have stayed in the boards for long time

All of the preceded discoveries reveal that our school governing boards are a composition of wrong people who do not fit to be for putting into effect the provisions of the 1978 education act which actually brought to life the current school governing boards.

The current study's findings concur with previous researchers' finding that, some of the factors which have weakened the board is the absence of basic guidelines like education acts, School Governing Boards guide/manual and Teachers professional code of conduct (Kija, 2019).

The presence of these and other related documents would help to guide board members in their day to day functioning as most of the members were found to have poor education background hence they lack a good understanding of what and how they should do as members of the school governing board. Although it was not found in previous studies, but interviewees of this current study had the view that these documents are made not available to members of the board on purpose since they are likely to help members of the board to make various education players responsible for their actions contrary to the current situation where various players like head of the schools and teachers are not held responsible for their unprofessional conducts.

4.4.2 Relying on Verbal Measures

It was discovered that, due to different reasons School Governing Board members only administer verbal reprimand which are actually not effective in eradicating professional misconducts among teachers in their schools.

Ward education officer from ward B in kiteto district had the following to say;

“Teachers know that when their cases are taken to the board it’s mere reprimands and warnings nothing more. This has made teachers to continue with their misconducts but I am sure that if our boards were serious in punishing such teachers others would be afraid and maintain good conduct because they knew that punishment would follow them.”

Education act number 10 of 1978 and its amendments gave a mandate the management of secondary and primary schools to the school governing boards and primary school committees. However, research evidences show that school governing boards and school committees have underperformed for a very long time (Mwombeki, 2013). This underperformance can be explained differently but Lweja (1983) notes that, school governing boards basically are not at liberty to make school related decision as they are not central authorities like district education officers and region education officers and also board members are not well informed of the rules and regulations governing the management of schools.

Secondary school boards being management teams established for the purpose of enhancing smooth management, development, planning, discipline, and finance of government secondary schools they are ought to oversee the day-to-day functioning so as to meet the requirements of the law (Moe, 2002). By law, Secondary School Boards are supposed to work on behalf of the local communities to ensure smooth running of school activities. Heads of schools are automatically accountable to the school governing board boards. The heads of schools ought to ensure that; school decision-making bodies are capable of helping the schools to achieve the major goals for attaining effective teaching and learning (Babyegeya, 2002).

Previous studies found their School Governing Boards to be effective in some areas like students' discipline, students' enrollment and construction of classrooms (Mwombeki, 2013). This is a good indication that School Governing Boards are likely to do better in areas where researchers found them to lag behind like managing teachers' code of ethics to prevent unprofessional conducts among teachers within. This is very important since teachers' professional conduct is closely related to students' academic performance.

Therefore, for the boards to achieve their major goals in education. It needs to oversee teachers' conduct in the process of executing their duties as required by law. If teachers are left to behave anyhow-a situation, which is ongoing in Kiteto district according to the interviewees this will have a huge impact on the quality of education in the secondary schools.

School governing boards are required by law to ensure that, quality education is provided to our children in secondary schools (Gale, 2002). This calls for school governing boards to be active in the pursuit of their roles by using powers, and scope of exercise of powers endowed to them. School governing board effectiveness goes beyond verbal measures against misbehaving teachers, it needs teachers' service code of conduct to be in place and punishments be administered persistently and fairly to all teachers who behave unprofessionally.

4.4.3 Scarcity of Teachers

This is another reason given by all Ward Education Officer interviewed for this study. It seems that some subjects have very few teachers to the extent that the School Governing Board have to motivate teachers so that they don't leave their wards.

An interview with the ward A education officer was conducted and he had the following views regarding scarcity of teachers,

“Take an example of Physics and Mathematics teachers, they are very few in the district. If one violates the teachers’ code of conduct, there is nothing they can do to such teachers-in fact they will only ask them politely not to continue with such a behavior. Every board member is afraid to convince other members to take appropriate measures, and every one I guess does this for a good reason. Almost all members of the board for example, know that losing a teacher nowadays take years to have him replaced since employments of new teachers are so limited nowadays,”

Also the study conducted by Lweja, 2013 found that scarcity of teachers has being factor for professional misconducts because if the school has few teachers there will be room for punishing the misbehaving teacher as no one to replace due to scarcity of teacher. So there is no measures taken against the misbehaving teacher in school with few teachers. The same issue was discussed by Mabagala, 2016 on his study conducted in Nzega titled. Prevalance of Teachers’ Professional malpractices in Tanzanian Public Secondary Schools.

Scarcity of teachers has real become a problem because teachers know that there is no one to replace them even if they misbehave knowing that no any action will be taken against them. This case was highly found to teachers who teacher complex subjects such as mathematics, physics, chemistry and biology.

Hence the findings from the current study have revealed that, secondary school governing boards are ineffective in addressing teachers’ misconducts due to scarcity of teachers. As said by the Ward Executive Officer in an interview no new teacher employments so finding a replacement for a transferred or dismissed teacher is very difficult.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, main findings, conclusions and recommendations. The chapter is divided into subsections where by section one contains the summary of the study, section two summary of the main findings while section three presents the conclusion of the study. Furthermore the chapter presents recommendations to policy makers for further studies and to schools in particular.

5.2 Summary

The purpose of this study was to explore the effectiveness of secondary school management in addressing teachers' professional misconducts in Kiteto district Manyara region. This study had three objectives which were; to identify common secondary school Teachers' professional misconduct in Kiteto district, exploration of the measures taken by Ward and district education authorities against teachers' professional misconducts, and to explore the perceptions of education stakeholders on the effectiveness of school governing boards in addressing teachers' misconducts in Kiteto district.

The study was guided by two theories the Social learning theory, which was developed by Albert Bandura (1977) and Emmanuel Kant's theory of deontological ethics. In this study social learning theory was used to study professional teachers' professional misconducts since the theory contends that human beings learn behavior through modeling processes.

Qualitative research approach and case study design was used in this study so as to allow the researcher to generate in-depth information about the effectiveness of secondary school management in addressing teachers' professional misconducts. The study had a total of 186 respondents from all visited wards. Purposive sampling technique was used to recruit the Ward Education Officers, Heads of the school, chairpersons of the school governing boards, and Teachers Service Commission officer.

On the other hand simple random sampling technique was used to select the schools and one member of the school governing board from every school. The results show that the common teacher's misconducts in Kiteto district were; lateness to work, love affairs with students, alcoholism, improper dressing and excessive debts.

Also findings show that district authorities take various measures in the view to punish and curb professional misconducts, these measures vary depending on seriousness the misconduct is, among measures taken are; taking a teacher to district disciplinary committee, transferring misbehaving teacher, withholding teacher's annual increment and monthly salary, suspension from work, suing a teacher to the court of law and dismissing a teacher from service.

From interviews with various education stakeholders it was revealed that, Kiteto district's School Governing Boards are not effective in addressing teachers' professional misconducts. These stake holders had the feelings that reasons which made school governing boards to be ineffective in addressing professional misconducts among secondary school teachers were; poor education background

among board members, relying on verbal measures in dealing with teacher's misconducts and scarcity of teachers in their respective wards.

5.3 Conclusions

As per the first objective, study concluded that the common teachers' professional misconducts include; absent from work, love affairs with students, lateness, alcoholism, and improper dressing.

The second objective concluded that district authorities take various measures in the view to punish and curb professional misconducts, these measures vary depending on seriousness the misconduct is, among measures taken are; taking a teacher to district disciplinary committee, transferring misbehaving teacher, withholding teacher's annual increment and monthly salary, suspension from work, suing a teacher to the court of law and dismissing a teacher from service.

While the third objective concluded that Kiteto district's School Governing Boards are not effective in addressing teachers' professional misconducts. These stakeholders had the feelings that reasons which made school governing boards to be ineffective in addressing professional misconducts among secondary school teachers were; poor education background among board members, relying on verbal measures in dealing with teacher's misconducts and scarcity of teachers in their respective wards.

5.4 Recommendations

This current study sought to study the effectiveness of secondary school management in addressing teachers' professional misconducts in Kiteto district in Manyara region.

Following the findings of the study recommendations are given for action and for further study.

In order to curb professional misconducts in secondary schools and help secondary school governing boards in addressing professional misconducts among secondary school teachers the following should be done by the ministry of education and vocational training, district and ward education officers:

Seminars should be constantly conducted for all school governing board members to equip them with knowledge on their mandates and how to play their roles as community representatives in supervising day to day activities of the schools.

On the other hand suggestion of serious punishments to all teachers who are found to behave contrary to their code of conduct. Punishing authorities from the school, ward to district should play their role effectively so as to make teachers become aware that, professional misconducts are punished according to the rules and regulations of the Tanzanian public service laws.

Recommendation for further research is required since this study was a qualitative one conducted in Kiteto district its findings cannot be generalized to whole population of Manyara region and Tanzania at large. For this reason a similar study can be replicated in other districts and regions so as to see the magnitude of the problem. Also as the study involved secondary schools only, another study with the same aspect can be conducted for primary schools so as to see the difference of the prevalence of professional misconducts among primary school teachers against secondary school teachers and to assess the effectiveness of primary school committees in addressing

professional misconducts among primary school teachers and secondary school governing boards in addressing professional misconducts among secondary school teachers.

REFERENCES

- Anangisye, W. A. L. (2011). Why are Teachers Motivated to behave unprofessionally? A Qualitative-data-based-inquiry on Educational Stakeholders' Experiences in Tanzania. *A Journal of Contemporary Research*, 8(1), 1-23.
- Anangisye, W.A.L. (2006). Educating Teachers The Ethical Dimension of Teacher Professionalism in Tanzania. PhD Unpublished Dissertation, University of Edinburgh, Edinburgh.
- Arnold F. S., and Michael, T. H. (2014). Does School Board Leadership Matter? Acqueline Danzberger, "School Boards: A Troubled American Institution," in Facing the Challenge: The Report of The Twentieth Century Fund Task Force on School Governance (New York: Twentieth Century Fund, 1992): 68.
- Bar-Ilan, J. (2001). Data collection methods on the Web for infometric purposes—A review and analysis. *Scientometrics*, 50(1), 7-32.
- Breakwell, J. (1994). Control and Management of Schools - Disciplinary Powers of Boards of Trustees. Education and the Law in New Zealand. Legal Research Foundation Seminar Papers, 99.
- Chanika, E. (2003). Male Teacher Sexual Abuse of the Girl Child in the School Context: A Case Study of Primary Schools in Chiradzulu District. Blantyre: Commonwealth.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*, (6thed). London: Routledge Falmer.
- Creswell, J. W. (2007). "*Qualitative inquiry and research design: Choosing among five approaches (2nd ed.)*". Thousand Oaks: Sage.

- Denscombe, M. (2007). *The Good Research Guide for Small-Scale Social Research Projects*, (3rd Ed). Berkshire: McGrawHill.
- Dress Code For Teacher's Success. (2021). Edubirdie. Retrieved July 8, 2022, from <https://edubirdie.com/examples/dress-code-for-teachers-success/>
- Fussy, D. S. (2018). The Institutionalisation of Teacher Ethics in Tanzania's Secondary Schools: A School Heads' Perspective. *Pakistan Journal of Education*: 35(2), 79-96.
- Gale, N. (2002). *Understanding research methods*. London: Longman.
- Gay, L. R.; Mills, G. E. & Airasian, W. (2012). "Educational Research: *Competencies for Analysis and Applications*."(10thed). New York: Pearson.
- Gene I. (2010). *Maeroff, School Boards in America: A Flawed Exercise in Democracy*. New York: Palgrave Macmillan.
- Goodland, J. I, Soder, R., & Sirotnick K. A. (1990). *The Moral dimensions of teaching*. San Francisco: Josse-Bass Inc. pub.
- Goodman, M., & Pam, P. (2009). *Nursing Researching: An Introduction*.
- Kija, M. (2019). Contribution of School Boards in Managing Community Secondary Schools in Rombo District in Tanzania. Open University of Tanzania (MEAPPS) Unpublished Dissertation.
- Kinyanduka, B. D & Kiwara, J. F. (2013). *Exploring status of female student- male teacher sexual relationship and its perceived effects in secondary schools in Tanzania: Experiences from Moshi Municipality, Kilimanjaro Region*.
- Land, D. (2002). Local School Boards under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement. *Review of Educational Research*, 72(2): 229–278. <https://doi.org/10.3102/00346543072002229>

- Lauwerier, T., & Akkari, A. (2015). *Teachers and the Quality of Basic Education in Sub-Saharan Africa*. Paris: UNESCO Education Research and Foresight [ERF Working Papers Series, No.11].
- Lweja, R. H. (1983). *Organization structure and process*. Englewood Cliffs: New Jersey: Prentice Hall.
- Mabagala, S. (2016). Prevalence of Professional Misconducts in Nzega, Tanzania Public Secondary Schools. *African Journal of Teacher Education*, 5(1): 1-15.
- Mfaume, H., & Bilinga, M. (2016). Prevalence of teachers' professional malpractices in Tanzanian public secondary schools: What ought to be done? *Journal of Education and Training Studies*, 5(2), 43-52.
- Ministry of Education and Vocational Training, (2013). *The School Improvement Toolkit: Practical Guide for Head teachers and Heads of School*. Dar es Salaam.
- Ministry of Education, (2002). *Education Act. An Act to provide for the better development of the system of education*. Cape Town: Juta and Company Ltd.
- Mulkeen, A. (2005). *Teachers for Rural Schools: A challenge for Africa*. Addis Ababa: UNESCO
- Ndibalema, P. (2013). Stakeholder's attitudes towards the prevalence and problems associated to primary school teacher's professional misconduct in Tanzania: The case of Chamwino District. *Journal of International Academic Research for Multidisciplinary (JIARM)*, 1(7), 31-54.
- Ng'oma, O. P., & Simatwa, M. E. (2013). Forms, factors and preferred strategies in Management of Professional Misconduct Among Public Primary School Teachers in Kenya. *International Research Journal*, 4(1), 44-63.

- Olatunbosun, B. J. (2009). Examination Malpractice in Secondary Schools in Nigeria: What Sustains it? *European Journal of Educational Studies*, 1(3), 101-108.
- Rowley, J., & Slack, F. (2004). Conducting a literature review. *Management research news*.
- Texas Education Agency. (2017c). State Board of Educator Certification. Official Record of Educator Certificates Glossary. Available at [<https://tea.texas.gov/WorkArea/>](accessed September 26, 202, 3:27pm).
- The United Republic of Tanzania National Assembly, (1978). *The National Education Act*. Dar Salaam: GoVT Printer
- Umpstead, R., Brady, K., & Lugg, E. (2013) Educator Ethics: A Comparison of Teacher Professional Responsibility Laws in Four States. *Journal of Law and Education* 42(2), 183–225.
- Yin, R. K. (2014). *Qualitative research from start to finish*. New York: Guilford press.

APPENDICES

Appendix I: Questionnaires

RESEARCH QUESTIONS

INTERVIEW GUIDE QUESTIONS

Questions for Head of Schools and Chairman of the board

- (i) a. Are there teachers' misconducts in your school?
 - b. If yes, what are the common professional misconduct among teachers in your school?
- (ii) a. Are teachers' professional misconduct reported to the School governing board?
 - b. How does school governing board deal with teachers' professional misconducts?
- (iii) From your point of view, does school governing board address teachers' professional misconducts effectively? Why yes or no?

INTERVIEW GUIDE QUESTIONS

- (iv) Question for Ward Education Officer
 - a. Are teachers' misconducts reported to you? How do you address such cases?
 - b. How many teachers' misconducts are reported to your office yearly?

INTERVIEW GUIDE QUESTIONS

- (v) Questions for District Teachers Service Commission
- a. Averagely how many teachers' professional misconducts are reported to your office yearly?
 - b. How do you deal with teachers' misconducts, which are reported to your office?
 - c. How are School governing board supposed to address teachers' misconducts at the school level? – are they doing their work effectively?

Appendix II: Research Clearance Letter

DHS
 sala mt
 24/10/2020

THE OPEN UNIVERSITY OF TANZANIA
 DIRECTORATE OF POSTGRADUATE STUDIES



P.O. Box 23409
 Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
 ext.2101
 Fax: 255-22-2668759
 E-mail: dps@out.ac.tz

Our Ref: PG20170087

22nd October 2020

District Executive Director (DED),

Kiteto District Council,

P.O.Box 98,

MANYARA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. MARAMOKO, Dickson Daniel** Reg No: PG20170087 pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled "Effectiveness of Secondary School Management in Addressing Teachers's Professional Misconducts". He will collect his data at your area from 30th October 2020 to 30 November 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,

THE OPEN UNIVERSITY OF TANZANIA

Magreth Bushesha

Prof. Magreth Bushesha

DIRECTOR OF POSTGRADUATE STUDIES.

KITETO DISTRICT COUNCIL

Tel. No.027 – 2552000
 FAX No: 027 – 2552020
 E-Mail: ded@kitetodc.go.tz
 info@kitetodc.go.tz
*All correspondences should be addressed
 to District Executive Director*



District Executive Director's Office,
 P.O. BOX 98,
 KITETO.

REF. No. HMW/KT/U/41/VOL.III/451

02nd November, 2020

The Open University of Tanzania,
 P.O. Box 23409,
 DAR ES SALAAM.

**RE: RESEARCH ATTACHMENT REQUEST FOR
 DICKSON DANIEL MARAMOKO**

Kindly refer the above subject matter and your letter with Ref. PG20170087 dated 22nd September, 2020.

I would like to inform you that your request for **Dickson Daniel Maramoko** to conduct research titled "*Effectiveness of Secondary School Management in Addressing Teachers' Professional Misconducts*" in our Organization has been accepted.

We are looking forward to receive him for conduct research from 02nd November, 2020 to 30th November, 2020.

With regard,

Zabron Lulandala

FOR: DISTRICT EXECUTIVE DIRECTOR

KITETO

FOR: DISTRICT EXECUTIVE DIRECTOR
 KITETO DISTRICT COUNCIL

CC:

- District Secondary Education Officer - Please accept and assist him
Kibaya Ward
- District Primary Education Officer - Please accept and assist him
Kibaya Ward