

## **Investigating the Preferred Strategies in Curbing Teacher Indiscipline in Gairo district in Morogoro region, Tanzania**

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### **ABSTRACT**

Teacher indiscipline problem in learning institutions is categorized as a key challenge in primary and secondary schools in Tanzania. The purpose of the study is to investigate the preferred strategies in curbing teacher indiscipline in public secondary schools in Tanzania. This study was conducted purposively in Gairo district in Morogoro region because Gairo district is among the leading districts in terms of cases of teacher indiscipline in the country resulting to poor academic performance in National Examination. The study exposed various strategies employed by educational official such as District school inspectors, District TSD office, DEO, and School heads in handling teachers' disciplinary matters in their respective working stations. Furthermore, strategies employed by educational officials to curb teachers' indiscipline in public secondary schools seemed to be ineffective in addressing the problem due to various challenges ranging from economical, technological, managerial, political, social, to geographical problems.

## **1.0 INTRODUCTION**

### **1.1 Background of the Study**

Education is an important human right and a key driver of social and individual growth. It is observed as an initial right, whose accomplishment is a requirement for an individual's capacity to profess and relish numerous additional human rights. Education is a social, cultural and economic right which involves public requirements in cooperation and instant and advanced kind. This collection of privileges are subjected to advanced comprehension, in respect to the point that countries need adequate time and wealth to fulfil, protect and respect this human right. (www.hrw.org, 2021). Discipline is observed from the custodial or traditional viewpoint where regulations and rules are fixed of which students are required to follow them in stringent way (Belle, 2017). Idowu and Esere (2007) state that education aids to grow individual's functional and intellectual abilities. A school is a residence in which learners obtain desirable capabilities for numerous aptitudes. Deviance is normally well-defined as a few conducts which doesn't follow the recognized rule books of a collection of persons or established civilization (Idris 2016). Discipline is the assessment that aids all people in a certain group in and effort to change control and self-direction. Therefore, lacking discipline results in aspirations and aims of a learning institution not being achieved (Mwaura & Thinguri, 2015). Tshabalala, Zano and Gazimbe (2014) stated that teachers are anticipated to behave in a accountable and responsible way. They are expected to perform their obligations as projected. Discipline is in the middle of the simple component that plays a vital part in a learning institution system (Eshetu, 2014).

### **1.2 Statement of the Problem**

Teacher indiscipline problem in learning institutions is categorized as a key challenge in primary and secondary schools in Tanzania. Lloyd & Judith, (1997) argument that indiscipline can be the key limitation to operative learning and teaching. Okumbe (1998) pronounces that effective accomplishment of learning institution aims needs all associates of the school to observe stringently essential conduct patterns for decent performance. Mkhwanazi (1997) contends that teachers/facilitators cannot be capable to achieve the principled task of guiding the children on the way to adulthood and to attainment of their capacities if the teacher often involves themselves in professional misbehaviour. Nearly 1400 educators face several disciplinary cases every year (Otieno, Odunga & Bii, 2007). There are numerous case of teacher indiscipline and this study attempts to investigate the preferred strategies for curbing indiscipline in public secondary schools in Tanzania

### **1.3 Purpose of the study**

The purpose of the study is to investigate the preferred strategies in curbing teacher indiscipline in public secondary schools in Tanzania.

## **2.0 LITERATURE REVIEW**

There has been number of strategies employed by educational officials, policy makers, planners, and other educational stakeholders to promote and maintain teacher discipline and ethics in all public schools such as dialogue, guidance & counseling, seminars, suspension, dismissal, peer coaching, good working environment among other strategies. For example a study by Ng'oma & Simwata (2013) point out that the preferred strategies of managing teacher indiscipline were guidance and counseling, provision of regulation for teachers, capacity building, provision for account clerks, transfer and motivation.

Mfaume (2012) similarly observed that the most strategies used by the Teacher Service Department (TSD) in promoting teacher ethics includes provision and enforcement of teacher code of professional ethics, conducting seminars and workshops on teacher ethics, reprimands and warning, stoppage or withholding of increments, demotion as well as firing of chronic misbehaving teachers. However, in spite of the implication of the above strategies to curb teacher indiscipline, the dilemma still exist especially in public schools.

## **3.0 RESEARCH METHODOLOGY**

### **3.1 Research Approach**

This study was conducted using a qualitative research approach because it provides the information which has a deeper insight into the phenomenon under study and relies on the interpretation of the view of the respondents. According to Creswell (2005) qualitative research is a type of research in which the researcher relies on the views of participants, asks broad general questions, collect data consisting largely of words or text from participants, describe and analyses these words for themes. Consequently, qualitative research approach was an appropriate approach used since the study involves dealing with individuals in public secondary schools in Gairo District Council in their natural settings. Omari (2011) observed that in qualitative research, the natural setting is direct and primary source of data and researcher is the key instrument and spends a lot of time eye-balling, probing, observing, and recording the phenomena being investigated. There is keen interest in the context under which behaviour occur. He adds that, data are collected inform of explanations (words), pictures, records and artifacts rather than numbers, and not because they are number fright, but because they seek deep and vivid descriptions of the context and the events, and do not believe numbers can do that. Thus, qualitative approach was of great significance to a researcher in order to generate or gather in-depth opinions directly from respondents related to the causes of indiscipline among teachers in public schools and their effects on organizational performance.

### **3.2 Research Design**

In line with this study, a case study design was employed in this study because is a strategy entailing an empirical investigation of contemporary phenomena with its real life context using multiple sources of evidence and is especially valuable when boundaries within the phenomena and context are not clearly evident (Yin, 2009). Thus, case study design helped the researcher to gather the information about the causes of indiscipline among teachers in public schools and their effects on school performance in Gairo District in Morogoro Region.

However, multiple case studies was more appropriate in this study because it uses several cases selected to additional understanding and investigating a phenomenon, population, or general condition. According to Stake (1994) multiple case studies are extended to cover several cases to learn more about the phenomenon, population or general condition. It involves multiple cases which focus both within and across cases. The study used several respondents such as DEO, TSD, District School Chief Inspector, School heads, Teachers and Students from different schools were selected. Cohen at al (2007) argued that, case study provide unique opportunity to deal with real people in real situations for readers to understand ideas more clearly.

### **3.3 Area of the Study**

This study was conducted purposively in Gairo district in Morogoro region because Gairo district is among the leading districts in terms of cases of teacher indiscipline in the country resulting to poor academic performance in National Examination. According to Teacher Service Department (2011), find out that there are extensive teacher malpractices in Morogoro region and Gairo district in particular which is however hostile and unsympathetic to learners, teachers and educational management, and quality of education at large particularly in public secondary school in this district. Yet, no present study was so far carried out at Gairo district on this problem. This condition provided the justification for the selection of Gairo district for this study.

### **3.4 Target Population and Sample**

The target population of this study includes District Teacher Service Department, District Chief School Inspector, Heads of school, Teachers as well as Students who were justifiably provide significant information related to teacher indiscipline in public schools in Gairo district. A sample is a small portion of the population that is selected for observation and analysis. A sample represents the actual characteristics of the whole population; its size depends upon the nature of the population of interest for study (Best and Khan, 2006). In respect to this study, the selection of the sample considered a number of factors such as the information required, purpose of the study and time. Under this ground, the study will involve a total number of forty eight (48) respondents selected among five (5) public secondary schools out of nine (9) schools in Gairo district council. The sample will consist of District Educational Officer (DEO), District Teacher Service Department (TSD) officer, District school Chief inspector, five heads of school, twenty teachers and twenty pupils. The issue of gender balance was considered in the selection of teacher and students where ten male and ten male teachers were selected, and ten male and female students were also selected among the sample schools. Two male and two female teachers in each sample schools, and two male and two female students were also selected from the sample schools.

**Table 3.4 the Study Sample**

Category	Gender		Selected Respondents	
	Male	Female	Projected	Actual
DEO	1	-	1	1
District Chief School Inspector	1	-	1	1
TSD officer	1	-	1	1
Heads of School	5	-	5	5
Teachers	10	10	10	10
Students	10	10	10	10
<b>Total</b>	<b>28</b>	<b>20</b>	<b>48</b>	<b>48</b>

### 3.5 Sampling Techniques

Sampling is the process of choosing the unit of the target population which are to be included in the study (Omari, 2011). This study employed two types of sampling techniques, namely stratified random sampling and purposive sampling. Stratified random sampling according to gender, experience and the numbers of years in a particular school was used to select students and teachers for focus group discussion. Purposive sampling, samples elements judged to be representative are chosen from the population (Kothari, 2004). Purposive sampling technique was also used to select TSD officer, education officer, District chief school inspector, and school heads due to their administrative positions.

### 3.6 Data Collection Methods and Instruments

Data used in this study based on both primary and secondary sources and five data collection methods.

### 3.8 Data Analysis Plan

The study generated mainly qualitative data collected through focus group discussion, observation, interviews and documentary search was analysed using content analysis in order to gain verification, interpretation, illustration and description about the phenomena in the quantitative findings. According to Fraenkel & Wallen (2000), content analysis is a technique that enables researchers to study human behaviour in an indirect way through analysis of individuals' communications.

In this study, data relating to causes and forms of teacher indiscipline in schools was classified and synthesized into major themes and sub-themes, and some of the arguments and explanation of respondents was presented as quotations. Furthermore, content analysis was suitable in giving a broad summary of the setback under this study. Hence, ease to draw conclusions and formulate recommendations for the study. The researcher then made conclusion and give recommendations for future action and research.

## 4.0 RESULTS AND DISCUSSION

### 4.1 Strategies employed to curb teacher indiscipline

There has been number of strategies employed by educational officials, policy makers, planners, and other educational stakeholders to promote and maintain teacher discipline and ethics in all public schools such as dialogue, guidance & counseling, seminars, suspension, dismissal, peer coaching, good working environment among other strategies. For example a study by Ng'oma & Simwata (2013) point out that the preferred strategies of managing teacher indiscipline were guidance and counseling, provision of regulation for teachers, capacity building, provision for account clerks, transfer and motivation.

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### 4.2 Preferred strategies in curbing teacher indiscipline in public secondary schools

The fourth research objective investigated the strategies employed to curb the problem of teachers' indiscipline in public secondary schools. In this regard, all respondents were asked through interviews and focus group discussion to point out the preferred ways used to curb teachers' indiscipline in order to bring effectiveness and efficiency in accomplishment of educational goals in public secondary schools. The findings are presented in Table 4.7:

**Table 4.1**  
**Strategies in curbing teacher indiscipline in public secondary schools**

Strategies Applied to Curb Teachers' Indiscipline	Response	
	N	%
Cross checking and inspection of teachers' work	35	72.9
Monitoring teachers presence	32	66.6
Warning and reprimands	22	45.8
Frequent supervisory visits to schools	16	33.3
Guidance and counseling	20	41.6
Transfer and demotion	30	65.5
Distribution of codes of conducts	20	41.6
Seminars and workshops	14	29.1
Orientation courses	18	37.5

Table 4.7 reveals strategies employed by head of schools and District educational officials to curb teachers' indiscipline. These explored in the ensuring sections of this study.

### **4.3 Strategies employed by heads of school**

**Cross checking and Inspecting teachers' work:** In order to make sure that teachers are committed to their duties and responsibilities, data gathered through interviews, focus group discussion and documentary records showed that heads of school play a vital role in inspecting and supervising teachers' works ranging from their teaching to other extra curriculum duties. Findings showed that heads of schools were the immediate inspectors of teachers' effectiveness in teaching including preparation of scheme of works, lesson plans, lesson notes, students' exercise books, and log books in order to ensure that teachers are committed to their duties and responsibilities in the achievement of students' academic goal. However, some teachers were unsatisfied with this kind of strategy claiming that some heads of school were diploma holders and therefore could not carry out this exercise of inspecting scheme of work, lesson plan, lesson notes, and subject logbooks effectively and efficiently, as confirmed by one of the teachers during FGD:

“To be honest, I am not satisfied with this kind of strategy employed by head of school because it does not bring sense when a head of school who is a diploma holder is cross checking and inspecting the work done by graduate teachers”

**Monitoring teachers' presence:** Heads of school are the vital figures in monitoring teachers' attendance through teachers' attendance register in schools in order to diminish absenteeism and lateness, and departing to work earlier before the normal time. The findings revealed that teachers were required to sign in and out at their working stations from 7.30 am to 3.30 pm respectively. Through documentary review and observation, heads of school were found drawing a straight line using a red pen above late comers with comments but no recommended action was suggested to be taken upon them. In spite of such role attached to heads of school, teachers' attendance still remained worse. However, majority of teachers were not satisfied with this kind of strategies used by heads of school to monitor and regulate teachers' attendance in their working stations because teachers have acquired a technique of imitating signatures and handwritings of their comrades who failed to report earlier and those departed from their working stations before the required time. Interviews with heads of school revealed some teachers report to work earlier, but after sometimes they disappear from their working stations to their unofficial activities including petty businesses and agricultural activities in order to boost up their miserable economic situations without an official permission.

**Warning and reprimands:** The study findings that revealed that warning and reprimands were initial measures taken by head of schools against teachers' malpractices before they handed over such matters to the higher responsible authorities. Heads of school were found employing two forms of warnings. Firstly, it was noted that verbal warning was essentially offered by head teachers to rectify indiscipline teachers who have committed offences for the first time including lateness, absenteeism, and abusive language among others. Secondly, written warning was essentially given to recurring offences predominantly when the offenders were not ready to transform their behaviours then they were demanded to write a warning letter and was kept in his/her own files as a substantial evidence before such an offence is handed to the district council for further actions. However, majority of teacher participants revealed that they were unsatisfied with this kind of strategy employed by heads of school since some warning and reprimands are provided to accused teachers without proper and thorough investigation and evidences.

**Reporting teachers' malpractices to further authorities:** Interviews with district education officer, Teachers' Service Department officer and heads of school respectively, revealed that chronic and serious offences committed by teachers were handed over to the district council authorities for further appropriate measures. The technique was perceived by teachers as the most serious that would eventually results to suspension, transfer, demotion or dismissal. However, some reported cases taken to the higher authorities lacked vivid evidences that could not subject the suspected teacher to any kind of action or trial. It was further revealed that some sensitive cases reported by school heads were ignored by higher authorities without any action taken against the culprits' because some were close friends, relatives, fiancées, wives and husbands of bosses, politicians and top educational official within and outside Gairo district.

**Guidance and counseling:** Research findings showed that guidance and counseling was significance approach used by heads of school to curb teachers' indiscipline in their respective schools through school discipline committee (SDCs) that preliminarily regulate cases and provide guidance and counseling services to both students' and teachers before such cases are reported to heads of school. School discipline committee included discipline teacher and other selected teachers by head of schools. Interviews with head of schools confirmed that some teachers engage in various unethical issues due to work stress and frustrations resulting to psychological torture among them. Teacher respondents disclosed that work stress and frustrations was due to overloaded periods, family problems, delay of promotion, payment of various allowances and arrears. Documentary reviewed showed that the common reported indiscipline cases tackled by the school indiscipline committee were chronic teachers' and students' absenteeism and lateness, abusive language and drunkenness. However, some teacher respondents were not satisfied with SDCs since some teachers who were appointed by head of schools in SDCs were also accused of engaging in various professional misconducts while others were not capable of keeping confidential issues discussed in the SDCs.

#### **4.4 Strategies employed by District education officer**

**Guidance and counseling services:** Several studies grade teaching as the leading stressful profession which affects teachers' physical, mental, emotional and behaviours. For instance in Kenya, a study by Sagara (2012) on impact of occupational stress on head teachers' tasks in Kisumu county ranked teachers and teaching profession as the most stressful occupation because of low salaries and remuneration, delay of promotion and payment of arrears, students' riot, travelling far distance to school, and overworking resulting to a major cause of ill health among head teachers of secondary schools in Kenya. Similarly, a study by Willis (2005) on cracking stress problem reported that the top 10 stressors seeming to confront managers like teachers includes: missing taking care of their young children, home and family considerations, travelling away from home for their work, missing leisure/hobby time, and breaking up with their partners. School heads disclosed that guidance and counseling approach was mostly used by DEO as a mediate and preliminary strategy to release and reduce teachers' stress and frustrations in their working stations that would eventually result to professional unethical issues. Teacher s revealed that work stress and frustrations was due to working load, family problems, placement to unpleasant working stations, delay of promotion, payment of various allowances and arrears. Hence, guidance and counseling assist teachers to reduce stress and frustrations in working stations.

**Supervisory visits to schools:** Data gathering showed that teacher commitment and effectiveness in performing duties and responsibilities were monitored by DEO through supervision visits to schools. Research findings showed that DEO was a significant person in monitoring of teachers' effectiveness and efficiency in teaching including preparation of scheme of works, lesson plans, lesson notes, students' exercise books, and log books in order to ensure that teachers are committed to their duties and responsibilities in the achievement of students' academic goal as he/she visits various schools.

Furthermore, interviews with heads of school revealed that several meetings with head teachers and teachers were conducted by DEO in respective schools pertaining to professional ethical matters with the aim of promoting teachers' discipline in their working stations. One of the heads of school had the following remarks:

"I sometimes I receive visits from DEO. The reason for his visit ranges from teaching and learning activities, and other extra curriculum duties. For example, last time he visited us he was cross checking whether teachers are teaching effectively by inspecting their scheme of work, lesson notes, lesson plan, class journals, and subject logbooks. He also conducted a meeting and put emphasis on teachers' adherence to profession ethics" [Interview with head of school, 2<sup>nd</sup>, February, 2016]

The above quotation implies that DEO play vital role in monitoring teaching and learning activities in schools to ensure that teachers are teaching effectively and efficiently in order to obtain quality education in schools. This concur with Barasa (2014) findings which showed that one key role of DEOs is to monitor the quality of education in schools within the districts through supervision visits.

**Forwarding some teachers' indiscipline matters to TSD:** Research findings revealed that DEO work collaboratively with TSD where some disciplinary cases reported to DEO that require further disciplinary actions was forwarded to TSD by DEO. For instance teachers' indiscipline matters that required actions like suspension, warning, and dismissal were directly transferred to TSD as confirmed by the DEO during an interview:

"My office works collaboratively with TSD's office in handling matters concerning teachers' unethical reported issues. There are teachers' reported cases that need final decision from TSD, due to that reason I simply forward such cases to TSD for further action. For instance some cases that require actions like warning, suspension, and dismissal, TSD has been given authority by the law to provide final decision in handling such teachers' unethical professional matters" [Interview with DEO, 7<sup>th</sup>, March, 2016]

The implication of the above finding is that DEO work hand in hand with TSD in dealing with teachers' professional misconducts. However, some of reported teachers' indiscipline cases are forwarded by DEO to TSD office for further action as stipulated by the government laws. Documentary records from TSD show that between 2014 and 2016, twenty (30) teachers' disciplinary cases was handed over to TSD by DEO for further various disciplinary actions.

**Transfer and demotion of teachers:** Transfer and demotion of teachers were mentioned by majority of participants as preferred technique used DEO to penalize teachers with indiscipline cases. Teacher revealed that majority of indiscipline teachers were transferred to remote schools as the way to reduce their unethical behaviours. It was noted that teachers' malpractice such as lateness, absenteeism, sexual abuse, and misunderstanding with school heads was found as the common reasons that resulted to majority of teachers transferred. Likewise, documentary records from TSD showed that between 2013 and 2016, twenty (20) teachers were transferred from one school to another within the district due to lateness, absenteeism, alcoholism, love affairs with students, and misunderstanding with head of school. Furthermore, TSD documentary records revealed that between 2013 and 2016, three (3) heads of school and four (4) second masters were demoted to normal teachers due to various disciplinary matters such as embezzlement of school funds, corruption and forgery of financial documents. However, it was noted that majority of teachers were not satisfied by this strategy as they perceived some of the transfer decisions as negative, humiliation and embarrassment against them due to the following reasons: First, teacher respondents claimed that no vivid evidence and effective investigation was done by education officers before offering transfer penalties against accused teachers. Secondly, transfer of teachers from one school to another because of unethical issues is not the best strategy to prohibit teachers' indiscipline rather to spread the same malpractice to the school where those teachers are transferred.

#### **Strategies employed by District School Inspectors to curb teachers' indiscipline**

Inspection and supervision of teachers' competences: The research findings indicated that inspection and supervision of teachers teaching effectiveness and efficiency was one of the major roles performed by school inspectors in order to improve teaching qualities of teachers in terms of preparation, presentation and evaluation. The findings confirmed that school inspectors played significant role to ensure that teachers are preparing scheme of works, lesson plans and notes, and filling in subject logbooks. Interview with district chief school inspector revealed that school inspectors provide teachers with advises as they visit schools. However, respondents' showed that they were not fully satisfied with this strategy because there was no frequent visit of school inspectors in their respective schools due to some financial limitations and geographical position of some schools. Furthermore, inspection was done with education officers with either the same or lower education qualification compared to the inspected and supervised teachers. In regard to this, one teacher had the following to say during FDG:

“Actually, we are discouraged to be inspected with people who we share the same academic qualification with. Some of education inspectors are diploma holders; I think it is nonsense to be inspected with a person with lower or the same level of education as you are. For example, last year I was inspected scheme of work, lesson plan, lesson notes, and subject logbook with my fellow college mate whom we precisely graduated with in the same year and my pass marks were even higher than his. For sure, to me I don't see effectiveness and efficiency in school inspection”

The implication of the above statement is that some school inspectors and education officers are neither expert nor qualified to be school inspectors. Hence, they cannot easily bring changes in improving teachers' effectiveness and efficiency in performing their duties and responsibilities.

**Monitoring teaching and learning instructions:** The research data revealed that school inspector' functioned appropriately and relevant teaching materials such as textbooks and teaching aids. Interviews and focus group discussions admitted to heads of school and teachers respectively showed that teachers were advised by school inspectors to be creative in the preparation of cheap and relevant teaching aids by using local material available in their surroundings such as crop seeds, tree leaves, clay soil, and pieces of papers among others.

Furthermore, majority of respondents argued that school inspectors were monitoring the reliability and validity of measurement and evaluation tools for students such as assignments, tests and examinations. Emphasis was also made on the provision of feedback to the students in time.

**Improve school management and administration:** The study findings disclosed that school inspectors assisted heads of school with management and administrative skills for rational and optimal utilization of available school resources and materials. However, despite the role played by school inspectors to improve school management and administration, it was noted that majority of school heads still lack managerial and administrative skills in utilizing school funds. Documentary report showed that the issues of financial management and action plans were poorly managed by school heads. Documentary review from TSD confirmed that between the year 2013 and 2016, six heads of school have been given warning while the other two have been demoted due to mismanagement of school funds. This suggests that persistent lack of managerial and administrative skills and knowledge to majority of heads of school would probably results to difficulties in attaining capacity building for school heads.

#### **4.5 Strategies employed by District teachers' service department**

The Public Service act, 2002 and regulations, 2003 provides the TSD officers with the mandate and authenticity of managing teacher discipline in the country.

**Distribution of professional codes of conduct:** Distribution of copies of code of conduct to various secondary schools was found as key strategy employed by TSD to curb the issue of teachers' indiscipline in their work stations as was disclosed by TSD officer during an interview.

“We always send copies of professional code of ethics to school so that teachers can read and be aware of what they are required to do and what they are prohibited to do by the law. Though some teachers fail to read them while some teachers read them but sometimes fail to grasp the concept in them” [Interview with TSD officer, 14<sup>th</sup> March, 2016]

The above statement by TSD officer had the implication that though the copies professional code of ethics are distributed to various schools, some teachers are still ignorant of teacher professional ethics either because they don't read them or they read but don't understand some meaningful concepts in the professional code.

**Conducting seminars and workshops:** Data findings indicated that conducting seminars and workshops was pointed out by majority respondents as the best strategy applied by TSD to minimize teacher indiscipline at their respective work stations. Interviews and focus group discussions admitted to schools heads and teachers respectively confessed that some seminars and workshops were being conducted by TSD to endorse teachers' ethical values though they were encountered with number of limitations to due to financial problems and geographical areas and remoteness of schools make it very difficult to reach all targeted teachers. Therefore, only few teachers and majority of heads of school attended those seminars and workshops as representatives of their fellow teachers.

**Provision of guidance and counseling services:** Data gatherings from heads of school and teachers showed that some teachers with emotional and psychological problems including stress, anger, personal frustrations were assisted by TSD officers in providing them with guidance and counseling services. TSD officer had this to comment during an interview:

“I know that teaching profession is among the most stressful job that is the main reason why we provide emotional and frustrated teachers with guidance and counseling services in order to bring them back teachers to their normal mood so that they can be able to work effectively and efficiently. For sure we have discovered that some teachers do engage into indiscipline matters because of psychological torture resulting stress, frustration and anger. [Interview with TSD officer, 14<sup>th</sup>, March, 2016]

This implies that teachers need guidance and counseling as a significant technique to release their tension and psychological problems so as to commit themselves to the professional code of ethics.

**Orientation course:** Respondents findings revealed that TSD in collaboration with district education officer and district human resource officers offer short orientation courses especially to the newly recruited teachers on teachers’ professional ethics. However, Interview with TSD officer disclosed that the orientation was not that much effective to the newly recruited teachers due to both financial limitation and constraints time in running the orientation courses. TSD officer, he had the following to comment:

“In order to make sure that our newly employed teachers are ethical, we have a tendency of providing them with short orientation courses each year as soon as they report to our district. Such orientation takes only a day instead of a week because of financial limitation and the time we need to stay with them is also very short” [Interview with TSD officer, 14<sup>th</sup>, March, 2016]

The implication of the above finding is that orientation courses are very crucial in creating awareness to teachers particularly the newly recruited teachers to adhere to professional ethics in spite of several financial limitations and time constrains.

The next chapter presents the summery, conclusion and recommendation of the study.

## **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 The preferred strategies in curbing teacher indiscipline in public secondary schools**

The study exposed various strategies employed by educational official such as District school inspectors, District TSD office, DEO, and School heads in handling teachers’ disciplinary matters in their respective working stations. The strategies included monitoring teachers’ attendance, cross checking teachers work, warning and reprimands, supervisory visit to schools, guidance and counseling services, transfer and demotion, conducting seminars and workshops, and conducting orientation courses among other strategies. However, it was unveil teachers’ indiscipline is still persistent in spite of such strategies employed by educational official in handling the matters. It was noted that some of majority of respondents were no satisfied by various strategies used in curbing teachers’ indiscipline as they perceived them negatively and ineffective in curbing teachers’ professional misconducts.

**5.2 Conclusions**

Furthermore, strategies employed by educational officials to curb teachers' indiscipline in public secondary schools seemed to be ineffective in addressing the problem due to various challenges ranging from economical, technological, managerial, political, social, to geographical problems. This implies that less effort has been done by educational officials, policy makers, and educational stakeholders to address this tragedy of teachers' professional misconduct.

**5.3 Recommendations for Action**

The study recommends that the District's educational officials should ensure that the stipulated principles and procedures for penalizing teachers' due to various professional misconducts such as demotion, warning and reprimands, suspension, dismissals and transfers of staff are admitted to culprits after thorough investigation and vivid evidence in hand. This will bring trust and satisfactions to accused teachers to their educational officials.

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