

**ASSESSMENT OF THE IMPACT OF PRIMARY SCHOOL TEACHERS'
MISCONDUCT ON EDUCATION PROCESS IN MOROGORO
MUNICIPAL COUNCIL TANZANIA**

BY

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**A RESEARCH REPORT, SUBMITTED TO THE FACULTY OF EDUCATION IN
PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE, BACHELOR OF
ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

JANUARY, 2008

DECLARATION

a) Candidate

I, Mpossi Jacob Williams do hereby declare that "Assessment of impact of primary school Teachers' misconduct in the education process in Morogoro municipal council, Tanzania" is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other university or institution of higher learning for any award.

Signed: 

Date: 06/03/2008

b) Supervisor

This report has been submitted for examination with my approval as the candidate's University supervisor

Name: KAYINDU VINCENT

Signed: 

Date: 10/3/2008

DEDICATION

This work is dedicated to my beloved wife Hawa L. Mpossi for her everlasting love and courage towards my studies. Much appreciation goes to my children Mercy, Lugano, Margaret, Rehema and Joyce for missing me all the time when I was at the study, together with the problems they had been experiencing. My special dedication goes to my mother Eva Sampoka for her childhood caring and her endeavour motherly, also tribute to my late father Williams Mpossi who had laid a good foundation which keeps me to attain development. May his soul rest in peace. I praise Lord God for the blessings I acquired in my studies; I glorify his name for ever.

ACKNOWLEDGMENT

The conduct of this research is the result of suggestions made by Mr. Kayindu V. who is my lecturer of research and at the same time my special supervisor. Indeed the research has attributed to my studies, moreover to my work; I am engaged with (The Public Service Commission)

The research I undertook to write on special project is an effort to assess on various products made by universities as well as colleges so as to know how much Teachers can comply with the law and regulations in place. Also the research will help teachers in making to take some precautions before getting fully indulged in the real teaching.

Had it not been lecturer Kayindu, this special research would have not been conducted. To this extent, I thank him for his tireless help he devoted much of his time to make sure that the work reaches the standard mostly required.

I wish to thank my fellow students who have supported me morally to make the work being performed. Also much ^{thanks} goes to my lecturers who have been teaching me from the first year to date. I value their contributions.

My appreciation are due to my seniors of the public service commission, for giving me permission to study as well as my Government for her sponsorship to study at KIU.

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LIST OF ABBREVIATIONS

PSC	Public Service Commission
UTS	Unified Teaching Service
TSC	Teachers' Service Commission
CSD	Civil Service Department
LGSD	Local Government Service Department
FRISD	Fire and Rescue Immigration service Department
HSD	Health Service Department
A&G	Administration and General
SPSS	Statistical Package for Social Science
IIIB&C	Training for standard seven to Join Teaching Profession
IIIA	Training for form four levels to Join Teaching Profession

ABSTRACT

This study was conducted from December 2006 up to February 2007 in Morogoro municipal, Morogoro Region, Tanzania. The purpose of the study was to assess various misconduct that teachers committed in the execution of their duties and their impact on the educational process in Morogoro region.

The study used an explanatory cross section design whereby data was collected through structured questionnaire with open and closed questions. A total of 254 respondents were involved as follows:

	Male	Female	Total
Pupils	86	109	195
Officers	6	11	17
Teachers	11	31	42

The data was analysed by using Statistical Package for Social Science (SPSS). Descriptive statistics such as frequency, mean, percentages and tabulation were used to summarise the information.

However, good co-operation which was given by pupils, teachers, and official have made the work of compiling this report to be easy and reliable to the entire user of the research.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The public service commission of Tanzania was established in accordance with the Public service act no. 8 of 3002 and become operational on 7th January 2004. The Public Service Commission replaced the former three commissions dissolved namely:

The teachers' service commission

The local Government service commission

The civil service commission

In order to successfully fulfil its responsibilities the commission is divided into six departments as follows:

The civil Department (CSD)

The local Government Service Department (LGSD)

The Fire and Rescue Immigration service Department (FRISD)

Health Service Department (HSD) and

Administration and General (A&G)

The establishment of the commission is in line with the public service management and employment policy (1999) which focuses on the following challenges facing the government in relation to its workforce.

To enhance productivity and improve quality of outputs

To ensure transparency, openness and fairness in the public service

To ensure promotions and recruitments are based on merit and put in place output oriented evaluation

Some teacher have committed into misconduct in primary schools. Some of them have relationships with pupils, abscond from duties without authorised permission, misappropriation of school funds, and addicted to alcohol and many others. Through this study carried out to come out with most issues that teachers are acting against the law and some suggestions as per law and regulations. Mostly to point out some weakness that could need amendment.

1.1 Background to the study

According to the public service commission act no. 8 of 2002, under the challenge of insuring strict adherence by public service providers, to laws, regulations, ethics and procedures, many teachers face disciplinary problems and become of misconduct as public service code of conduct directs them. These problems are foe teachers in primary schools. Therefore, this has pulled down the efforts made to produce enough teachers as to achieve academic excellence. The academic fails to meet its standard due to shortage of teachers. The code of professional conduct has been defined by (1) the public service commission act no. 8 by 2002-Tanzania.

Despite the existence of professional code of conduct in Tanzania, some primary school teachers have abused it and actions have not been taken upon or there is slowness in dealing with. However misconduct of teachers is burning issue, towards the effort done by the government that every eligible child must be enrolled in primary education. Moreover, effort to produce enough teachers goes hand in hand with such deliberate efforts. Conducting a research on misconduct has given opportunity to analyse problems patterning enrolment of primary school pupils and adequate teachers in primary schools.

1.2 Statement of problems

Despite the existence of the Teachers Professional Code of Conduct in Tanzania, school teachers have abused it yet, the government have been taking action slowly and sometimes no action at all have been taken against them.

1.3 Purpose of the study

The purpose of this study is to examine reasons that make primary school teachers commit on unethical conduct and effort on the delivery of quality education to the pupils.

1.4 Objectives of the study

1. To find what type of misconduct frequently occur in urban and rural areas
2. To find the rate of teacher pupil sexual relationship
3. To find out whether all primary school teachers have enough knowledge about teaching code of professional conduct.
4. To find out the action taken so far by the commission to teachers who have committed such misconduct.
5. To find out why some teachers are irresponsible
6. To find out what can be done to teachers to stop irresponsible acts

1.5 Scope

The study was conducted in Morogoro urban district which comprises 32 primary Schools, out of those ten schools were taken as a sample namely: Azimio, Elu, Darl, Mafisa, Sha Mzinga, Magadu, Towero, Mindu and Msongeni. In each school, twenty pupils five teachers, the head teacher and disciplinary teacher were give questionnaire. At district level, two male and two female officers were also given questionnaire. The decision to to choose this district was the district comprised both the set up of urban and rural life. Therefore out of ten schools the research was conducted, five school are located in urban areas and five schools are located in rural although all are termed as urban schools.

1.6 Significance of the study

The study's made useful to:

- a) The school administration that they can take measures on similar behaviours that could have occurred in their schools
- b) The teachers educated on the impact of misconduct to themselves, their families, students and the entire community or entire nation.
- c) To the administration of different levels such as Head teachers, Principals of Teacher's Colleges, District, Regional, Ministry at the National Level and NGO's concerned to educational matters.
- d) The parents at various places in rural or urban.
- e) To the public service commission.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

One of the hall marks of a professional adherence to publicity affirmed ethical standards; Is to develop, maintain and promote a code of conduct for the teaching profession. The disciplinary action against a person who is or was a registered teacher of there, are reasonable grounds believe the person has been convicted of an offence, he/she fails to comply with a conditions of registration is incompetent in performing the work of a teacher, or is not suitable to teacher (as defined in the act No. 8 of 2002 part vi sect 29 and educational Act, 1978 section 46 are concerned)

The teaching professional unlike other professions, it has its norms to be adhered to. This helps teachers to perform their duties in identical manner. Always teachers are supposed to live in an exemplary life in their performance. Pupils need to emulate from them, in other words, teachers models pupils life and later they become useful to their community, nation and entire world. It is from teachers where we can build a good or a bad nation.

A teacher's profession conduct is characterized by the quality of the relationships they have with their pupils, their pupils parents (guardians and care givers), families and communities and their colleagues.

Several studies about code of professional conduct to teachers had been conducted in various time I place in Tanzania. At first, it was done after independence and formed unified Teachers' Act 1962 (UTS), then Teachers service commission Act no.1 of 1989(TSC) and the Public Service Commission Act No. 8 of 2002 (PSC).

Most of the related literature is concerned with the rules to the teacher but do not explain about their effect of misconduct. This is because much has been written on are one sided to encourage teachers but not discourage them for misbehaviours.

However, teachers in some circumstances are required to be provided themselves as appropriately, according to the professional conduct.

Details about teaching professional have been done by many education philosophers. For instance, Patricia L Reiman (2002) in her book *Teaching Portfolios*, she explained that, teaching portfolios, “presenting your profession best” is divided into two parts. The first part, your portfolio and its content,” presents what a portfolio is, why it is important, what it should include, how to construct it and how to organise it, based on state, national or content area standards, by focusing on the need to reflect, the second part. “Presenting your professional best,” discuss areas for which the portfolio can be used to illustrate and highlight proficiency. It expands on “what should be in a portfolio” to include guidance on how to make each effect the example possible.

According to Carol Weinstein *et.al.*(1993) lessons from research and practice, he emphasize on developing and teaching rules routing beginning teachers have their own set of “ what ifs” What if the kids don’t listen to me? What if I forget, what I was going to say? What if a pupil asked me a question and I don’t know the answer?

All of us feel more competence when we understand teachers are no exception Skinner and Belmont, (1993) hypothesized that clearly structured classrooms environments (that is those who provide information about how to achieve desired outcome, would satisfy children’s need for competence. The message is clear well-defined classroom rules and routines can help to dispel the “what ifs” and to create an environment that is comprehensive and predictable.

The Victorian Institute of Teaching says the code of conduct has been developed for and by the Victorian teaching profession. It identifies a set of principles, which describes the professional conduct, personal conduct, and the profession competence expected of a teacher by their colleagues and the community. It is based on the values set out in the accompanying code of ethics, namely, integrity, respect and responsibility and draws on the institute’s standard of professional practice and codes of conduct for teachers developed by schools and other registration authorities and

place in Tanzania Rules and routines have major benefits, clear rules and routines decrease the complexity of the profession. They minimize confusion and prevent the loss of teachers. They enable teachers to carry out tasks like teaching efficiently.

K. Kochar, 2002 about secondary school administration expresses that the most important factor is contempt educational reconstruction is the teacher –his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as on the community. He divided the roles of the teacher I six sections namely:

- A teacher is the most vital single factor in the system of education. It is the teacher who matters most as far as the quality of education is concerned “A significant change.”
- A teacher effects eternity; henrys Adams stated that a parent gives life but as a parent he gives no more. A murderer takes life, but his deeds stops there, a teacher affects eternity, he can never tell when his influence stops. The teacher plays an important role in shaping and modulating the habits, tastes, manners, and above all the character of the students.
- The teacher is the backbone of the society. The rational integrator as he is the backbone society, he stands as an outstanding figure among the illiterate and the semi illiterate families.
- The teacher –the social engineer and useful social worker, the teacher actively shares the reasonability for constructing a social order, the values and the traditional beliefs of which are being eroded by surge of new ideas and practices.
- A teacher – a supervisor guide at the back of every great man and often a goo teacher is there who kindly enthusing. Fostered confidence and guide him to the way of progress.
- The teacher-the national builder. The teacher is always concerned with children who are potential leader of tomorrow.

What is unprofessional conduct? As defined in section 42(1) of Act No.8 of 2002 of public service regulation states that any formal proceedings shall be instituted where in

the opinion of the disciplinary authority , the disciplinary offence which a public servant is alleged to have committed is of such gravity of the offence which may warrant his dismissed reduction in rank or reduction in salary.

Teachers therefore, recognize the collaborative relationships that exist between themselves and their student's families and communities. Teachers work increasingly in networks and partnerships, both formal and informal, which have their focus curriculum delivery and pupil's well being. In these contexts teachers exercise their professional judgement and authority with courtesy and tact.

CHAPTER THREE

METHODOLOGY

3.1 Research design

This study was fundamental (pure/basic) which was done out by using observational method, questionnaire method and personal interview method.

3.2 Sample selection and size

The sampling design was a deliberate/non probability one. The schools were chosen on the basis of their foundation bodies, location, government or private. Out of ten schools, five primary school saved as from rural location and the other five saved for urban, out of that eight are owned by government and two are private owned. Therefore a systematic sampling was applied. Hence there was a variation of data in school chosen, 195 pupils responded to questionnaire, 42 teachers and 17 education officers. For officers 6 were male and 11 female teachers, while there were 11 and 31 male and female teachers respectively. The distribution also involve 86 and 109 of school boys and girls respectively.

3.3 Instrument of data collection

The instrument used mostly was questionnaire, oral interviews, observations techniques and test. Questionnaires were designed to cater for all groups, which are pupils, teachers and officers.

Questionnaire for pupils involved closed ended questions and a single open ended question. The questions were seeking information about their respondent's characteristics such as age, sex and class they are studying and the relationship they have with their teachers, other disturbances they get from teachers and their suggestions to the situation.

Questionnaires for teachers, also seeks to collect information about their characteristics such as age, sex, marital status, experience, education, professional qualification, the relationship with their pupils, kinds of punishment awarded to teachers found guilty and other type of misconduct committed by teachers. The questionnaire also has both closed and open ended questions.

Lastly were questionnaire for officers, it differs from that of the teachers since it also collected information about their position, type of complains about teachers, measures taken upon misconduct teachers and their suggestions.

There were also informal interview to every group so as to get familiar on some issues before hand. Questions like, how many male and female teachers do you have in your school? Are they young or old? What is the average age of your pupils in standard five up to seven? The purpose of asking such question was to get familiar with the school situation. With observational method, it was used while making the initial study, for example the immediate relationship between teachers and pupils, the turn up of teachers at school and attending classes, being busy by marking pupils work and others.

3.4 The procedure of collecting data

The procedure to collect data was to first secure the permission from the university authority. After that the district authority was concerted for the permission to work with their schools, where they provided an introductory letter to present to the heads of schools. Heads of schools were very co-operative, on the arrival they organized quickly groups as required that is pupils, teachers and discipline teachers. After finishing that, I was introduced to my stake holder that the information they are supposed to deliver, they shouldn't worry about because it's meant for learning purpose not otherwise. In all places where it was scheduled, pupils, teachers and officers were very much co-operative although in some places pupils feared to state the truth and teachers on their side defended on the issues concerned to them.

3.5 Data analysis

The data from the completed questionnaires were entered and analyzed by using computer program, statistical package for social sciences (SPSS) so as to have information in terms of frequencies and percentages.

CHAPTER FOUR

PRESENTATION OF FINDING

4.0 Overview

The research was conducted by involving a number of groups to give out answers to the questionnaires particularly on the misconduct done by teachers. These groups were pupil's teachers, head teachers and officers. In each group questionnaires were set for meaning of getting certain information. In each group questionnaire were set for the meaning of getting certain information. In this case then group will be analysed accordingly to the answers provided one after another.

4.1 Characteristics of respondents

In this respondents were pupils, teachers and officers in the Morogoro municipal council in Morogoro Region –Tanzania. The results of the survey indicate that 88.5% of the respondents who are officers are married. Also 70.7% of teachers are married. However the study shows that the respondents 12.6% of officers are separated and 29.3% teachers are single, as shown in table 1 below;

Table 1: Respondents characteristics

Parameter	Frequency	Percentage
A pupils		
Age group in years		
9-12	60	31.3
13-16	132	65.7
Gender		
Boys	87	44.3
Girls	108	55.7
Education		
Class iv-v	26	14.3
Class vi-vii	169	85.7

B Teachers		
Age group in years		
20-30	9	21.4
31-40	18	42.9
41-50	9	21.4
51-60	6	14.3
Gender		
Male	11	26.2
Female	31	73.8
Education		
Std vii	4	9.5
Form iv	34	81.0
Form vi	4	9.5
Professional qualification		
III B&C	4	9.8
III A	35	85.4
Diploma	3	4.9
Choice to join teaching		
First	26	66.7
Second	11	28.2
Third	5	5.1
Teaching experience		
0-5	15	35.7
6-10	6	14.3
11-15	7	16.7
16-25	5	11.9
26 and above	9	21.4

4.2 The rate of sexual relationship between teachers and pupils

The outcome of the study indicated that 43.7% of the respondents (pupils) to the question had sexual relationship. 26.2 % indicated that teachers and pupils had family relationship, being one of the kinds of relationship which was given to them. On the question of how long they have been in the sexual relationship. The result shows that 51% have been in relationship for less than a year. 21.2% for one year, 10.6% for two years and 16.7% for three years and above. They were also asked a place where they meet. They have answered at the guest house by 27%, and 51.1% meet at teacher's home and 51.1% meet in the hidden places. They were also asked, if at all their colleague knew their relationship with teachers. They responded yes.

Furthermore, respondents were asked what teachers promise them in their relationship. Results show that 27% promised to marry them, 83.8% shows that, it is just a friendship, 2.7% their relationship is for leisure, and 10.8% are provided money.

Also respondents were asked whether they knew any cases of sexual relationship between teachers and pupils. The results are, 19.7% said yes and 83.8%, said no. Also respondents were to tell more about the existing cases of love relationships in their school. The results were as follows; 65.5% said they know less than ten cases, and 34.5% said know ten cases and above.

4.3. The head teachers' awareness of the existing love relationship

The respondents responded as follows; 17.45 said Yes and 82.6 said No. similarly they were asked whether their parents/guardians were aware of their relationship 20.4 said Yes while 79.6 said No.

4.4 Forms of misconduct

The study revealed that corporal punishment is highly practiced in schools, as majority of pupils expressed their concerned on the matter. This followed by poor teaching which result is a result of poor attendance of teachers in class, using abusive language to pupils,

sending to buy soda/chips or prepare tea for teachers while the lessons are going on, among others, a sign that some teachers have become irresponsible, as seen in the table below:

Table 2: Forms of misconduct done by teachers

Parameter	Frequency	Percentage
Over caning/pinch/slap	103	52
Verbal abuse of pupils	15	7.7
Poor attendance of teachers/late at work	35	17.9
Pupils work not marked	21	10.7
Some pupils assign other duties while lessons are going on	9	4.6
Teachers ignorance	12	6.2

Table 3: The kind of assistance given to pupils by teachers

Parameter	Frequency	Percentage
Individual	1	2.4
Collectively	15	35.7
Both	26	61.9
Area where teacher/pupils relate		
In the classroom	3	7.3
Outside the classroom	1	2.4
Both	37	90.3
Frequency of assistance		
Boys	3	7.1
Girls	3	7.1
Both	36	85.8

Modalities of assistance		
Accordance to the problem	8	19.0
Advice on academics	4	9.5
Advice, warn, punishment	15	35.7
Conduct school council	1	2.4
Participate well in the class	2	4.8
To teach extra time	12	28.6
Relationship		
Good	30	67.9
Bad	12	32.1
Existing relationship		
Yes	4	13.8
No	25	86.2
Known cases		
Less than 10	41	97.6
Ten and above	1	2.4

4.5 The kinds of assistance given to pupils by teachers

The table 3 above shows that most of the teachers attend to their pupils both individually and collect. The respondents expressed their feelings by ranking the frequency of 26(61.9 %) which indicated the relationship between teachers and pupils is done in both in the classroom and outside the classroom. The needs for assistance vary to both boys and girls indicating 36 frequencies which is equivalent to 85.7%.

The respondents (Teachers) have indicated that they assist their pupils through advice, warning and punishing as ranked by 15 frequencies which is equivalent to 38.45. The relationship between pupils and teachers is good; this is because of the response of teachers with frequency of 30 which is equal to 76.9% It shows that there is no any other relationship by 25 frequencies which is equal to 86.2%as a result to that ranking of existing cases, less than ten indicated 41 frequencies which is equal to 97.6%.

Table 4: Knowledge of teachers on professional; code of conduct

Parameter	Frequency	Percentage
Fully known	40	95.2
Not known	2	4.8
Where did you know		
At school(work)	1	2.4
At the college	40	95.2
During workshop	1	2.4

4.6 Knowledge of teachers on professional code of conduct

Table 4 above shows the respondents got knowledge about professional code of conduct when they were at the colleges. On the other hand it implies that teachers are not aware with the current changes taking place in the professional code of conduct, because the then 1989 of teachers' service commission changed due to the reform and instead the act No. 8 of 2002 was established to form the public service commission. Therefore the old law and regulation are no longer in place.

Despite the fact that 40% of teachers responded that they were aware of the law and regulations through training at teachers college yet the fact is that they know the old law and regulation which need replacement of the new one to meet the requirements, workshops should be conducted so that teachers be up to date.

The above tables show that misconduct issues are presented to teachers often. The (officers) admitted to have discussed the matter regularly by teachers. However, other responded in a different way, for instance they said that they talk misconduct matters once in a month or three times and in other situation, it is when it occurs.

The information is somehow contradicting because officers insist to have conducted enough meeting to discuss matters on misconduct however; offences on the misconduct by teachers are increasing. Moreover, teachers have admitted of not having law and

regulations documents to support their service. Meanwhile, misconduct is committed by both female and male teachers but on different aspects. Respondent ranked 9 female frequencies which is equal to 52.9% while male has a frequency of 8 which is equal to 47.1%.

There were several different reasons given upon misconduct of teachers. The highest ranking is 58.8% with 10 frequencies which states that it is due to their differences in their age, family matters, life hardship, illness minor absenteeism, many stay far from school compound, misbehaving, misunderstanding and some said it is because of more female teachers than male teachers therefore, serious initiatives should be taken to overcome the situation.

According to the result shown from the table it indicates that, the causes of misconduct vary from one place to another and from one person to another. For instance where a teacher lives and works, people do not take much alcohol, in a long run he/she might get influenced to it. However, some of the causes are attributed by personal forces/influences. But some of it, is situational, such that poor services to teachers, poor communication for example communication barriers for example officers responding rudely to teachers, delay in paying salaries, teachers being overworked and many more.

Table 5: Misconduct done by teachers

Parameter	Frequency	Percentage
Abscond from duties	15	35.7
Poor preparation of lesson plan/notes	1	2.4
Male teachers run with pupils	1	2.4
Drunkard ness	4	9.5
Doing business during class time	1	2.4
Poor follow up	1	2.4
Report late at work	18	42.6
Do not mark pupils work	1	2.4

4.7 Misconduct done by teachers

Table 5 above shows that among other misconduct done by teachers includes; reporting at work late, as a result that situation leads to poor performance in their work. Due to these teachers can not mark their pupils' work, in general they become irresponsible by leaving work before time and some developed a tendency of drunkard ness, both during working hours and after work.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Overview

The chapter mainly concerned with the results found from the study and then what the researcher feels can help to alleviate problems, to make things better.

5.1. Discussions: Causes of teachers' misconduct

According to the findings, the forms of misconduct exist due to many reasons namely:

- a) Due to un effective rules and regulations because, the laws and regulations in place are hardly implemented for example regulations of 2003, part vii No 65(1)-92) and 67 are not well known by teachers and officers. So many fail to abide with.
- b) Most of the teachers are not aware of the act and regulations. Despite the fact that in regulation 65 part iv under team work it states "public servant (teachers) will strive to promote team work by offering help to co-employees whenever the need so arises. Team work will be achieved by public servants by observing the following:
 - i) Giving instructions which are clear and undistorted
 - ii) Ensuring that subordinates clearly understand the scope of their work and encourage them to enhance their competence and skills
 - iii) Reporting on his/her subordinates to be done fairly and without any fear and
 - iv) Section 65(iii) which says; strive to acquire new knowledge and skills continuously and use them effectively"

Further more, the law as per regulation 65 keeps on emphasizing that a teacher as a public servant shall refrain from having sexual relationship at the work place. Likewise he/she will avoid all types of conduct which constitute sexual harassment which include, rape, sexual battery and molestation or any sexual assault, sexual innuendoes, gestures, noises, jokes comment or remarks to another person about ones

sexuality or body and offering or receiving preferential treatment, promises or rewards and offering or submitting to sexual favours.

- c) In some ways officers empowered to enforce the law have weaknesses to execute it may be because they are not aware too or due to negligence. By being irresponsible the situation has allowed teachers to do whatever they want. Regulation 67 on part vii says, “A breach of the code by a public servant (Teachers) shall have serious consequences including disciplinary action or criminal prosecution.”
- d) Some of the orders given in the law and regulations have not been fulfilled, like in part vii No. 66 (i) and (ii). For example 66(i) which says where any person is first appointed to a public service post (teaching) he/she shall be provided with a copy of the code of ethics and conducts for the public service (ii). Every public servant shall be required to sign declaration of compliance with the code” These documents are neither with teachers nor officers.
- e) Also the reforms that took place in 1989 from U.T.S (Unified Teaching Service) to TSC (Teachers’ Service Commission and now PSC (Public Service Commission) has made some of the officers and teachers to remain in mind with the unchanged act (the law and regulation). The unaware status of changes made them unfamiliar with act no. 8 and regulation of 2003. As a result they are handling issues in old manners which are no longer working.

5.2. Conclusion

According to the public service scheme, a public servant (Teacher) is the one who shall not conduct himself in a way which:

Is illegal

Is improper

Is unethical

Is in breach of the constitutional convention or a professional code of ethics and conduct

Is inconsistent with public service code of ethics and conduct and public service leadership code of ethics and conduct
Involves possible maladministration

Any public servant who contravenes the provision of this clause shall commit a disciplinary offence and shall be subjected to disciplinary proceedings which shall be conducted in accordance with the procedures to be provided for in the public service regulation.

Misconduct according to the data collected indicated that both male and female teachers as a public servant are committed in the offence. But it is where one commits himself or herself.

It has been revealed that teachers' in urban and rural can commit any offences depending upon the nature of the offences for example, negligence of the work in a small amount in urban as compared to rural. The reason behind is that in urban, communication is available such as phones and roads while in rural communication is not accessible or is there but full of problems (possible with difficulties)

Besides having a law and regulations which emphasizes their right of every civil servant to access the knowledge and the skill continuously and use them effectively and recognise the need for training and strive to get such training. In the actual/real situation teachers are not well informed about their scope of duties regulation No. 65 (V) i-ii and vii (i) which also says "A public servant shall conduct meetings for the purpose of promoting efficiency and shall not use meetings as a way of avoiding being responsible for the decision he/she is supposed to have made on her/his own."

Since the law and regulation are not well stipulated to teachers and due to the ignorance grown from them made some of the teachers to have sexual relationship with pupils. This is a major factor, however there other reasons like, location of the school, one's behaviour, just few to mention.

Sometimes it was believed that the law and regulation were soft enough that they had a lot of advantages than disadvantages. The fact is, the laws and regulations are good enough the only existing problem is that, the laws and regulation have not reached all the necessary angles of the users, teachers and officers. For that matter it is difficult to realize its function. As a result stakeholders faced much difficulty in implementing various issues inn regard to the law and regulation.

Apart from sexual relationships done by teachers to pupils as public servant, there are more misconduct such as reporting late at work, drunkard ness, abscond from duty, verbal abuse over caning and work not marked. In general this is breaching of the code, therefore, as a public servant they deserve serious consequences including disciplinary actions or criminal persecution. Regulation 65 III (3) stipulated that a public servant while out of office (school) an employee will conduct his/her personal life in such a manner that it does not affects his/her services or bring the public into disrepute. He/she is therefore required refrain from becoming drunk, using narcotic drugs and any other un acceptance behaviour.

The teacher should have discipline and diligence for efficient performance as a public servant will perform his/her duties diligently and with a high degree of discipline. An employee shall use the time, skills, and expertise one has so as to attain the expected goals. They are expected to obey the law, carry out assigned duties efficiently, avoid the use of rude and abusive language, and finish assigned duties within required time and standards.

5.3. Recommendations

In view of the prevailing irresponsible act of teachers in the public service, the following are recommendations;

- The public service commission, Teachers department should solicit enough funds to run workshops all over the country to train teachers and officers at

their respective areas, so that they become conversant with ^{all} matters of the scope of their work.

- If they get familiar with the law and regulations, the issues of sexual relationship will be controlled, because many of the teachers through workshops will become aware of the law and regulations.
- The district education officers should ensure that they make regular visits to schools to follow up the teachers, school committee, representatives and pupils.
- The district education as a disciplinary authority are supposed to take immediate action upon those found committing misconducts likewise to head teachers who will delay to take charge on unlawful matters occurring at their schools.
- The government in collaboration with the community should set a program to build enough houses for teachers so that they can deliver services expected.
- Teachers should treat their pupils with courtesy and dignity to create an environment which promotes mutual respect, model and engage in respectful and impartial language, protect pupils from intimidation, embarrassment, humiliation or harm, enhance pupils autonomy and sense of self worth and encourage pupils to develop and reflect on their own values.
- Teachers should develop and maintain a professional relationship with their pupils. Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibility in ways that recognise that there are limits or boundaries to their relationships with pupils.
- Teachers using appropriate forums for constructing debate on professional matters, sharing expertise and knowledge in a variety of collaborative contexts , respective different approaches to teaching, providing support relating to the well being of the pupils.
- On the personal conduct of a teacher should be a role model at school and in the community by respecting the rule of the law and provide a positive example in the performance of civil obligations, not exploiting their position

for personal or financial; gain and ensure that their personal financial interest do not interfere with performance of their duties.

- Teachers should take pride in their profession and maintain high standards of competence by being knowledgeable in their areas of expertise, committed to pursuing their own professional learning and complete the duties of preparation, assessment and reporting in thorough and timely way.
- Finally, the government should revise teachers, salary scales from current one which is T. sh. 175,000/= per month to at least T. sh. 300,000/= per month. This will make teachers concentrate at their work and probably deliver a quality education to the pupils.

NB

Dissemination of the information to teachers can be through workshops, general meetings, newsletters, having a program on the radio, TV internet, by writing circulars and so on.

The research conducted did not manage to come up with the factors that lead pupils accepting sexual relationship with teachers, similarly factors that make teachers to prefer having sexual relation with pupils not other people.

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APPENDICES

APPENDIX A: LETTER

Dear pupils/ Teachers/ Head teachers/District Officer,

I am a second year student BA- EDUCATION at Kampala International University. As a partial fulfilment of requirement of an award of a degree in BA- Education. I am carrying out a research on “TEACHERS MISCONDUCT IN PRIMARY SCHOOLS”

Please extend your assistance to this study by conserving the following question to your best of understanding.

The information you give will be treated with maximum confidentiality and strictly for the purpose of the study.

Your contribution is highly appreciated.

I thank you very much

Mpossi Jacob Williams

APPENDIX B: QUESTIONNAIRES

Pupil's questionnaires

Tick to the appropriate one

1. Sex: Boy Girl Age
Class STD IV-V STD VI- VII
2. Has any teacher suggested a love affair to you?
Yes No
3. If yes what kind of it
Teacher Pupil Love Family Friend Others
4. For how long have you been in love?
Less a year one year Two years Three years
5. If the relationship is love, where do you meet?
Guest house Teachers house Hidden place
6. What does the teacher promise you?
To be married Just friend For leisure
7. Do other pupils have relationship with teachers?
Yes No
8. How many do you know?
Less than ten More than 10
9. If you have a love relationship does your headteacher know?
Yes No
10. Is your father/mother/guardians know about your relationship?
Yes No
11. Is there any teacher having other misconduct issues in your school?
Yes No
12. If yes what kind of misconducts?
Love relationship absent from work crime Others
13. What other misconducts?
14. What do you think the government should act upon an ethical teachers?

THANK YOU

QUESTIONNAIRE FOR TEACHERS

Put a tick where appropriate

1. Sex Male Female
2. Age 20-30 31-40 45-50
3. Marital status
Married Single Separated Others
4. Experience
0-5 6-10 11-15 16-25 26-above
5. Education
STDVII F.IV F.VI Degree
6. Profession qualification
IIB&C IIIA DIPLOMA Degree
7. Teaching professional was my Choice.
First Second Third I did not choose
8. In which school are you teaching?
Name of the school
9. How do you help your pupils at school, during classroom and outside the classroom?
Individual collectively Both
10. Where do you help your pupil?
In the classroom Outside the classroom Both
11. Which sex have problems that often ask your help?
Boys Girls Both
12. How do you help them?
13. How is the relationship between male teachers and girls and female teachers and boys in your school?
Good Bad
14. In your school have you realized any relationship between male teachers and girls or female teachers and boys ?

15. If yes how many cases do you know?
Less than 10 More than ten
16. Do you know about teacher's professional code of conduct?
Yes No
17. Where did you know?
At school at the college During seminar
18. What is the punishment given to a misconduct teacher?
Demotion Promotion Expel from the job
19. What other misconduct that you know teachers normally commit?
.....
20. What measures should be taken to alleviate misconduct?
.....

THANK YOU

QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS

Put a tick where appropriate

1. Sex Male Female

2. Age 20-30 31-40 45-50 51-60

3. Marital status
Married Single Separated Others

4. Experience
0-5 6-10 11-15 16-25 26-above

5. Education
STDVII F.IV F.VI Degree

6. What is your position?(explain)

7. For how have you been in this position?

8. How many male and female teachers do you have in your area of administration?
Male..... Female

9. How many times your pupils/teachers reported to you about misconduct of the teachers?
Two Three Four None Many

10. Have you realized any relationship between male teachers with girls and female teachers with boys?
Yes No

11. If yes how many cases do you know?
1-5 6-10 11-15 16-20 21 & above

12. What measure did you take upon? Explain
.....

13. How many times did you taker about misconduct behaviour to your teachers?
Explain.

14. Do you have enough documents about teachers' code of professional conduct?
Yes No

15. If yes, how do you use them?

16. If no, how do you expect to get them?

17. Most of misconduct is committed by Teachers.
Male Female

18. Why?

19. Is there any other misconduct from your teachers?
Yes No

20. Which type of misconduct regularly reported to you?
.....

21. What is your suggestion towards abolishing misconduct to teachers?
.....

22. What actions taken upon the teachers committed in misconduct?
.....

23. How many have been expelled from work since 2001 to date?

.....

24. What are the causes of misconduct to teachers? Mention.

.....

THANK YOU