STAKEHOLDERS’ ATTITUDES TOWARDS THE PREVALENCE AND PROBLEMS ASSOCIATED TO PRIMARY SCHOOL TEACHERS’ PROFESSIONAL MISCONDUCTS IN TANZANIA: THE CASE OF CHAMWINO DISTRICT

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ABSTRACT

This paper presents the findings on stakeholders’ attitudes about the prevalence and problems associated to primary school teachers’ professional misconducts in Tanzania. The purpose of this study was to explore the attitudes among educational stakeholders including parents, students, educational officers and teachers. More specifically, the study explored the dominant forms, factors and problems associated to primary school teachers’ professional misconducts as perceived by educational stakeholders. Data collection methods involved questionnaire, interview and observation methods. A total of 180 informants were involved in this study and these included teachers, parents, educational officers and students. It was found that teacher absenteeism was perceived as the dominant form of professional misconduct at the mean of 3.44. Also poor school management and poor living environment were most preferred by the respondents at the mean of 3.30 and 3.27 respectively as the dominant causative indices of professional misconducts among teachers in public primary schools. The major problem associated with teachers’ professional misconducts in public primary schools was students’ poor academic achievement which was preferred at the mean of 3.57. The implications of the results were critically examined. On the whole, the study’s findings are seen to be of particular relevance to teachers, parents and, indeed, the educational policy-makers in Tanzania.

KEYWORDS: Professional Misconduct, Attitude, Primary School, Code of Ethics, Incompetence, Professionalism

Background to the Research Problem

This study intends to investigate stakeholders’ attitudes about professional misconducts among public primary school teachers in Tanzania particularly in Chamwino District. It is prompted by various concerns from different educational
stakeholders including parents, authors, students and teachers about the level of teachers’ competencies and their professionalism. Indeed, many authors have observed that teachers involve themselves in misconducts. The available literature establishes the fact that facilities of teacher education programmes, including universities and other colleges of teacher education produce graduates who are morally incompetent. The failure to produce competent graduate teachers with good moral values is attributable to the fact that the teacher education curricula are not consonant with the needs of the society. Some universities and colleges of teacher education still use outdated and irrelevant curricula that are insensitive to what people need (Anangisye, 2011). There are also many changes in training programmes of teachers which are more influenced by political pressures than professional analysis of teachers and stakeholders and approval by a strong professional association (Osaki, 2012).

There is a growing body of evidence globally indicating that teachers, teacher educators, and lecturers engage in professional misconducts (Adelabu, 2005). So often, teachers are implicated in sexual related behaviours (SRB) with their students, theft, and academic dishonesty. In Tanzania, scholars have acknowledged the widespread cases of professional misconduct amongst school, college and university teachers, and teacher educators (Anangisye and Barrett, 2005).

Teacher misconducts seem to be the global concern. Related cases of misconducts were found in India where a schoolgirl was stripped in her class by the teacher, for not completing homework (Reuters, 2007). In a study aimed at establishing how principals managed educator misconducts in South Africa, Mothemane (2003) reveals that educator misconducts ranged from financial to sexual ones. One sad and worrying issue is of male teachers involved in sexual relations with the learners. Another study conducted in Kenya by Ng’oma and Simatwa (2013) revealed that various forms of teacher misconducts were experienced in Nyando District-Kenya, which included lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, code of regulation corporal punishment, sexual immorality, insubordination, drug abuse, assault and desertion of duty. Teachers’ misconducts were influenced by work environment, home background, teacher character and school leadership. About 1400 teachers face various disciplinary cases each year in Kenya (Otieno et al., 2007).
In Tanzania, the incidents of teacher misconducts are common and they include absenteeism, corruption, private tuition, unethical dressing, examination fraud, and sexual misconduct (Boimanda, 2004; Anangisye, 2006). Literature informs that some male teachers are accused of several forms of misconduct committed by teachers in different parts of the country including having sexual relationships with their female students (Kuleana, 1999). On April 28, one teacher at Mafuru primary school was arrested and questioned for allegedly raping and sexually abusing 13 school children. An investigation continued at year’s end. Another reported incidence about primary school teacher in Bukoba District-Tanzania is corporal punishment administered to them because of their misBehaviors. In February 2009 a District Commissioner in Bukoba ordered police to cane 19 school teachers for tardiness and poor performance of the students in national exams. Seven female and 12 male teachers were caned in front of students. On February 14, President Kikwete dismissed the District Commissioner. The teachers filed a civil suit against the District Commissioner for 300 million Tanzanian shillings approximately to ($203,000). The case continued at year’s end (BDHRL, 2011).

The government statistics show that 39 primary school teachers were dismissed from teaching profession in 2011 because of misbehavior and 145 of them because of truancy (BEST, 2012). This number is unusual. Teachers need to live in accordance with professional codes of conducts. It seems that in Tanzania the observance of the codes of conduct by primary school teachers is too low. The available data show that the Teachers Service Department (TSD) which is responsible for dealing with teachers’ disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year for various professional misconducts (TSD, 2008). Various concerns have been raised about the way the TSD deals with indiscipline cases among teacher in Tanzania. There has been much focus on immoral sexual misbehavior and less focus on those teachers who do not attend classes punctually and who do not help weak learners (Osaki, 2012). Other teachers are drinking heavily and misconduct themselves outside the class and sometimes are brutal to learners but the responsible organs including TSD do not deal with such professional misconducts.
It should be noted that teacher professional misconducts are not only conned to sexual misconducts, but also several others which educational stakeholders need to be aware of. For instance, the problem of incompetence has been reported to be common in Tanzania. This is the technical failure in the sense of pedagogical matter in the delivery of the content as expected, for example lack of authority over her or his class (failure to manage the class), inability to communicate to the pupils, inadequate knowledge and grasp of the subject matter (Ndibalema, 2013). However, the practice of writing notes on the board or using a class prefect to read out of a textbook while the teacher is elsewhere is be regarded as teachers’ professional misconduct (ibid).

Teachers’ commitment to their profession in Tanzania has been spiralling down. There are several issues attributed to the poor commitment of teachers to their profession, among them is the quality of teachers (Zombwe, 2009). The government through the Ministry of Education and Vocational Training (MoEVT) and other stakeholders have been taking deliberate efforts to invest in teacher education in order to make sure that, there are enough and quality teachers in schools (MoEC, 1995). Misokia (2009) further writes that, in order to respond to the acute shortage of teachers, the government resorted into using unqualified teachers who had never undertaken any professional teacher training. Since 2005, the government has been employing them to join the teaching profession for the sake of employment. These teachers do not have skills, professionalism or the ethics of teaching. They are employed to teach in rural areas where majority of children are from poor families (ibid). Likewise, the shortage of qualified public school teachers affects the provision of primary education. This problem has forced the government, through the MoEVT, to adopt fire-brigade strategies to recruitment, including hiring unqualified teachers. Such initiatives as reducing the teacher-training period, which in turn affects the quality of the teachers produced for the public schools were employed. Recently, the government has reduced the training period for Grade IIIA teachers from two years to a year. This crash programme was part of the 2002-2006 Primary Education Development Programme (PEDP) initiatives. The programme was aimed at reducing acute shortage of qualified teachers in primary schools but the results are different from the desired outcomes of the plans (Anangisye, 2010).
According to (Zombwe, 2009), to some of these teachers, teaching field is their last resort. Some enter the field as a way through to other jobs—t0 them teaching is a stepping stone. In this regards, teaching is no longer a calling. In their research, Anangisye and Barret (2005) found that teachers without a sense of calling had entered teaching as a second choice or last resort having failed to secure admission to more lucrative professions, such as engineering. The study findings by Mkumbo (2012) show that the teachers’ commitment to the teaching profession is devastatingly low, with majority of them expressing that they did not choose it but were compelled by the easiness to get the job and lack of qualifications to join other professions of their liking and choice. Teachers highlighted poor working environment and poor government and community attitudes towards the teaching profession as the main demotivating factors for the teaching profession. However, unqualified teachers are ineffective and cause unnecessary inconveniences in the classrooms. They lack subject literacy and moral values and have proved to be incompetent in teaching and handling classroom issues. For example; some are incapable of teaching subjects like science, English and Mathematics. It is very common to find them evading or refusing to teach some of the subjects they claimed to be competent (Zombwe, 2009). The resulting lack of confidence that unqualified teachers have in their subject matter translates into ‘chalk and talk’ type of lessons often with the teacher reading the instructions or method out of his/her book whilst delivering the lesson.

In Tanzania, we have weakened professionalism in general, and teaching in particular, by allowing uninterested, academically and professionally weak members, some untrained, to enter the profession of teaching and receive titles of ‘teacher’ or even ‘head teacher’. This is common in both government and private schools where favouritism is often used to appoint heads of schools on the basis of nepotism and ideological preferences (Osaki, 2012). However, the recruitment criteria for teachers are not relatively stable for those who score poor grades (division four) in their ordinary secondary education are allowed to join the teaching profession. Likewise, those who complete advanced secondary education apply for teacher education courses in higher learning institutions for the purpose of getting government sponsorship.
Statement of the Research Problem

There are different perspectives among educational stakeholders on primary school teachers’ misconducts. Some of the misconducts like sexual harassment and absenteeism seem to be dominant among public primary school teachers. The research findings by Barrett (2004) point out that, in Tanzania teacher absenteeism tends to increase when teachers run out of money. The study conducted in Tanzania by Uwezo (2011) reports that only four out of five teachers were present in school visits. The Uwezo survey also found that school-wide perfect attendance among teachers was relatively rare: only about 1 in 10 schools visited had all of their teachers at work on that particular day. The study report by Hakielimu (2010) revealed that in the visited primary schools in Tanzania, the rate of teacher absenteeism was 10%. Teacher absenteeism was viewed by participants as leading to failure to complete curriculum implementation and poor academic performance amongst pupils. The above surveys do not show clearly why teachers were involved in such misconducts. The study conducted in Sumbawanga Municipal and Rural Districts in Tanzania by Betweli (2013) reveals that, teacher professional misconducts were prevalent in both rural and urban settings in Rukwa Region-Tanzania with some variation in terms of type, cause, and frequency. It was found that the variations of teacher misconducts in schools were greatly influenced by teachers’ sex, work experience, and level of education. The available literature shows that a number of primary school teachers are involved in professional misconducts but the reasons for their involvement have not been put forward through research, hence the need of the current research.

Some of the teachers who are reportedly involved in misconducts like corruption, sexual abuse, drug abuse and severe absenteeism at schools are qualified ones. Some of them are competent in teaching but fail to live ethical life. This taints the image of the teaching profession and undermines the provision of quality primary education among children. Unfortunately, the reasons for the professional misconducts are not yet well known. This raises the concern to investigate on the problem. This study, therefore, sought to critically explore the attitudes of educational stakeholders on the prevalence of primary school teachers’ misconducts in Tanzania and how do these misconducts affect the provision of quality primary education in Tanzania.
Significance of the Study

The current study has the following potential benefits. In the first place, it raises awareness and understanding of the professional ethics among teachers. Secondly, it contributes to a better understanding of the reasons behind misconducts among teachers. Thirdly, it attempts to situate the understanding of several forms of misconducts in broader sense and their impacts on teaching professional and the provision of quality primary education. The current findings may be used by other researchers to explore the problem in their countries of origin.

Theoretical Underpinnings of the Study

This section sets the scene on various theoretical perspectives towards teachers’ misconduct and several factors that may lead to different forms of misconducts among teachers. Theoretical perspectives reveal strong evidences that the prevalence of misconducts among teachers is socially constructed. In this regards, the social learning theory is used to explore the factors influencing misconducts and their possible forms as well as their consequences towards students and teachers. According to Bandura (1977), the social learning theory stipulates that individuals learn how to behave by observing and re-enacting the behaviour of the role models. Bandura’s social learning theory describes humans as dynamic; information processing; problem solving and above all, social organisms (Hergenhahn and Olson, 1997). Whether we learn from direct vicarious experience, most of our learning usually involves other people in a social setting. In this regard, Bandura’s ideas on how the social environment influences others’ behaviour can be viewed in terms of modelling. Every day and hour after hour, people watch and listen to what others say and do; and they pick up what is good or bad for their high or low achievement (Santrock, 2004).

According to Zombwe (2009) a good teacher should be a role model to the pupils. The teacher should have a hard working spirit and good manners; should be diligent and honest so that pupils can be able to emulate. The unqualified teachers produce the half baked pupils while the qualified ones are able to produce learners with true vision about life. For example we do not expect a teacher to be lazy, drunkard, thief, brutal, harsh and dictator (ibid). Individuals acquire complex
behaviour due to their exposure to competent models that display positive or negative behaviour in solving problems and coping with their world.

Based on this theory, factors influencing teachers’ misconducts in Chamwino District, particularly the school management, economic factors, cultural practices, values, beliefs and traditions seem to be socially approved. For example, some teachers seem to be addicted by alcohol, but no disciplinary measures are being taken against them. Teachers need to help children within and outside school setting understand character traits and values (Oladipo, 2009). The teacher is a model for the students, such that the particular and concrete meaning of such traits as honesty, fair play, consideration for others, tolerance and sharing are picked up by observing, imitating, and discussing what teachers do in the society. Young children often idealize their teachers, watch them closely and try to emulate their behaviours. In other words, teachers are models to the students.

**Conceptual Framework**

The current study adapted the theoretical framework by Ng’oma and Simatwa (2013) on factors Influencing Misconduct among Primary School Teachers in Kenya. The prevalence of misconducts among teachers in primary schools is influenced by several factors like poor school management, poor training one received, personal character, socio-cultural practices and poor working environment. When a teacher loses hope from his/her school management he/she is likely to involve in misconducts. If intervention strategies like peer coaching, guidance and counselling as well as improved working conditions are considered by educational stakeholders, they are likely to enable teachers change their behaviour and hence become effective in teaching. If the teachers behave in a good manner, students are likely to observe and be reinforced by their actions. If the mentioned intervention strategies are given considerations the school is likely to produce students with high academic proficiency, better life skills and raised awareness. Also teachers themselves are likely to be morally competent and role models.
Figure 1.0: Conceptual Framework on Professional Misconduits among Teachers

Factors Influencing Teachers Misconduct
• Poor school management
• Poor economic status
• Poor training
• Personal character
• Poor school environment
• Amateurism
• Cultural practices

Forms of Teachers Misconduct
• Lateness
• Absenteeism
• Alcoholism
• Examination leakage
• Corporal punishment
• Sextortion
• Alcoholism
• Unethical dressing
• Negligency of duty

Intervention Strategies
• Dialogue
• Guidance and Counseling
• Seminars
• Interdictions
• Suspensions
• Dismissals
• Peer coaching
• Good working conditions

Learners Outcomes
• Retention
• Life skills
• Academic achievement
• Role model
• Raised awareness

Teachers Outcomes
• Reformed teacher
• Effective teacher
• Role model

Research Questions
The study was guided by the following research questions:
1. What are the dominant forms of professional misconducts among public primary school teachers?
2. What factors influence public primary school teachers’ professional misconducts in Chamwino District?
3. What are the problems associated with teachers’ professional misconducts in provision of primary education?

Research Methodology and Procedures
This study was conducted in Chamwino District which is located in rural area of Dodoma region-Tanzania. It adopted a cross-sectional survey design where both quantitative and qualitative paradigms were used. The cross-sectional survey design was seen as the most appropriate one to explore the attitudes of educational stakeholders on professional misconducts among public primary school teachers. According to Cresswell (2012), a cross-sectional survey design enables the researcher
to examine the way in which individuals think about issues (attitudes, beliefs and opinions) and their actual behaviour (practice). In this regards, data collected aimed at establishing the existing attitudes of educational stakeholders on teachers’ professional misconducts in public primary schools in Chamwino District.

The study sample included 140 teachers, 20 parents, 18 students and 2 District Educational Officers. Simple random sampling was used in the selection of teachers who participated by filling in the questionnaire. This technique is the most basic form of probability sample in which each member has equal chance to be included in the study (Brayman, 2004). Purposive sampling was used because it is a type of non probability sampling that is most effective in studying a certain phenomenon with knowledgeable experts within the field (Godambe, 1982). In this regards, parents, few teachers and educational officers who participated in the interview were selected on the basis of their knowledge about teachers’ professional misconducts. Some students were selected to participate in the interview on the basis of being victims of teachers’ misconducts.

In this particular study, three research methods were employed namely; interview schedule, questionnaire and observation schedule. Paul and Jeane (2001) argue that there is no single highway that leads us exclusively towards a better understanding of the unknown. For this reason, a triangulated procedure was adopted in selecting the instruments for the present study. As Ezzy (2002) points out; social phenomena are too complex to come out with the same results over time, the reliability of this study depended much on transparency, communicability and coherence of data analysis and interpretations.

Data were analysed using the Statistical Package for Social Sciences (SPSS) programme, version 16. Descriptively, the data obtained were calculated in means and standard deviations for easy interpretation of the information. Responses from interviews and observation were recorded and transcribed under headings, then organized in themes and categories that emerged.

Summary of Results by Research Questions and Discussion

**Research Question One: What are the Dominant Forms of Professional Misconducts among Public Primary School Teachers?**

Data related to this question are tabulated in terms of forms of misconducts; Mean, and Standard Deviation as shown in Table 1.0 below.
Table 1.0: Descriptive Statistics on the Dominant Forms of Professional Misconducts among Teachers

<table>
<thead>
<tr>
<th>Forms of Professional Misconducts</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td>140</td>
<td>2.00</td>
<td>4.00</td>
<td>3.4429</td>
<td>.69190</td>
</tr>
<tr>
<td>Examination fraud/leakage</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.4071</td>
<td>.74810</td>
</tr>
<tr>
<td>Abusive language</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.5286</td>
<td>.99237</td>
</tr>
<tr>
<td>Drugs abuse</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.2429</td>
<td>.96613</td>
</tr>
<tr>
<td>Unethical dressing</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.1929</td>
<td>.75766</td>
</tr>
<tr>
<td>Lateness</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.5786</td>
<td>1.04618</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.7429</td>
<td>1.09526</td>
</tr>
<tr>
<td>Negligence of duties</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.7286</td>
<td>.97333</td>
</tr>
<tr>
<td>Sextortion</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.9286</td>
<td>1.11008</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.4429</td>
<td>1.08801</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

The results in table 1.0 above show that absenteeism was mostly preferred by the respondents at the mean of 3.44 as the dominant element of misconducts among teachers in public primary schools and none of the indices was confirmed as strongly disagree. This affirms that there is high prevalence of misconducts among teachers in public primary schools in Tanzania. From the interview with parents, it was revealed that some newly recruited primary school teachers are the ones who are involved in these misconducts. One parent was quoted saying:

“A decade ago, we used to respect teachers in our communities and they respected themselves, but the situation is quite different today, teachers are no longer given high status because of their involvement in misconducts. You will find them engaging in small businesses in business centres during school hours. You will find others drinking local beer during classroom hour. In my opinion, these teachers are not fair to our children and that’s why you will find a standard seven leaver don’t know how to read and write because these teachers have very poor attendance”.

During the interview with students; one student had the following to say:

“Our English teacher has very poor attendance; in a month, he may attend once and when he comes in the class he asks our class-monitor to write notes on the blackboard for us. One day, I remember, I asked him...
the question when he was reading notes for us, you know what happened?........I ended up being caned five strokes. With this teacher, I don’t think that I will manage even to pass his subject during final examination”.

The problem of absenteeism may be attributed to poor economic status of teachers. Teachers are engaging in entrepreneurial activities to earn something so as to meet the cost of living since the salary they get does not fulfil their basic requirements. This finding is in line with Betweli (2013) who reported that teachers in Sumbawanga municipality and rural districts of Rukwa region in Tanzania spent few work hours at school and used the rest of their time in private Businesses due to low income.

In 2008, the government was granted a court injunction to stop hundreds of thousands of teachers from striking over unpaid salaries and allowances. A judge ordered the teachers and the government into arbitration before allowing the teachers to go on striking. In September 2009, the government stated that it was verifying and auditing teachers’ claims for salaries and allowances but planned to make payment in October. The audit was completed in late October 2009 and teachers began receiving their payments. Although there continued to be some complaints about back wages, they were not on a similar scale and did not involve court hearing (BDHRL, 2011). Poor salaries among public school teachers seem to reduce their morale towards the teaching profession.

To explore further if teachers involved themselves in sextortion, one teacher from school H stated that:

“Dear researcher, your question is so interesting, from what I know some teachers have been reported of being involved in sex with students in our district but these are very rare cases. For example, in the last year one teacher at our school was accused of engaging in sexual affairs with female pupils but there were no empirical evidences that could be used to pose charges against him”

One parent from Chalula village, in support of the above comments put forward the view that:

“In our village, teachers are engaging in love affairs with our children; I remember two years ago, one teacher impregnated one female pupil
who is a grandchild of my neighbour. You know what happened, instead of the management to dismiss him; they transferred him to another district. With these habits of head-teachers and district educational officers failing to take disciplinary measures against these teachers, I don’t think that teachers’ misconducts will be stopped”

The findings are in line with the government report on sexual abuse among children which shows that about 8.5% of the reported rape attempts among female pupils were done by teachers (TACAIDS, 2010). The report also shows incidences on genital mutilation among school girls. The findings reveals that about 46.32% of the acts of genital mutilation were done by friends, 10% by teachers and more than two third of these incidents occurred at home (Ibid). It is also been reported that poverty among pupils forces them to engage in love affairs with their teachers. The research by UNT (2010) shows that female pupils in Tanzania engage in sexual relationship with older men, including teachers, in order to meet their basic needs, improve their living conditions, and/or get money, clothes or school fees. These relationships often lead to unwanted and unplanned pregnancies, forcing girls often into unsafe abortions. There is no data on how many of the impregnators are teachers but it is a common understanding that also the teachers do impregnate the school girls (Ibid).

The implication of the above findings is that a number of measures need to be taken concurrently if primary education is to have improvements. Some teachers are engaging in misconducts like sextortion because of poor low knowledge of teacher professionalism. The available literature shows that some teachers enter in the teaching profession as their last resort. This concurs with the research findings by Mkumbo (2012) who found that teachers in Tanzania joined the teaching profession after failing to obtain the level of qualifications required by other professions like finance, economics, medicine or engineering. Thus, they thought that teaching profession would be an entry into other professions of their liking. As such, teaching was a ‘by the way’ profession, waiting for something better to come along (Ibid). However, unqualified teachers are ineffective and cause unnecessary inconveniences in the classrooms. They lack subject literacy and moral values and they have proved to be incompetent in teaching and handling classroom issues.
Research Question Two: What factors Influence Public Primary School Teachers’ Professional Misconducts?

Data related to this question is tabulated in terms of causative indices of professional misconducts; Mean, and Standard Deviation as shown in Table 2.0 below.

Table 2.0: Descriptive Statistics on the Causative Indices of Professional Misconducts among Teachers

<table>
<thead>
<tr>
<th>Causative indices of Professional misconducts</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor living environment</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.2714</td>
<td>.88832</td>
</tr>
<tr>
<td>Inadequate salaries</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.2571</td>
<td>.84284</td>
</tr>
<tr>
<td>Poor training received</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.1071</td>
<td>1.00857</td>
</tr>
<tr>
<td>Long distance from home to school</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>1.8214</td>
<td>.85888</td>
</tr>
<tr>
<td>Stress due to poor working environment</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.6357</td>
<td>1.06082</td>
</tr>
<tr>
<td>Overloaded subjects/periods</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.4571</td>
<td>1.08867</td>
</tr>
<tr>
<td>Working for long time in the same school</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.2286</td>
<td>1.02727</td>
</tr>
<tr>
<td>Lack of frequent visits by educational officers</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.5857</td>
<td>1.09929</td>
</tr>
<tr>
<td>Amateurism</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.0857</td>
<td>.94820</td>
</tr>
<tr>
<td>Poor school management</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.3071</td>
<td>.79473</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

The results in table 2.0 above shows that poor school management and poor living environment were mostly preferred by the respondents at the mean of 3.30 and 3.27 respectively as the dominant causative indices of professional misconducts among teachers in public primary schools. Only one of the indices (Long distance from home to school) was confirmed as strongly disagree at the mean of 1.82. An assessment of causative indices of misconducts shows that teachers’ misconducts have a number of causative factors. The respondents believed that some teachers engage in misconducts because of poor working conditions and poor economic status. In explaining about misconducts, one teacher at school Y through the interview had this to say:

“Life expenditure in our district is too high compared to the salary we are receiving, other professionals like medical doctors are paid well but for teachers the situation is worse. This is why I spend some days dealing with poultry project instead of attending at school daily. My family depends on me, I need to raise school fees for my children and
meet home requirements. With the salary I am receiving, I can’t manage to meet all these and that’s why I am engaging in this project instead of spending much time at school”.

During the interview with parents, one parent had the following to say:

“Some teachers in our village are engaging in drinking alcohol because of stress. They opt to drink alcohol so as to reduce stress that is due to overloaded periods and classes. Most of the local bars you see in our village are owned by teachers. Some of them spend much time in monitoring their bars and sometimes drinking alcohol even before going to school. Sometimes our children are bullied by being caned by these teachers. We have already reported these cases to district educational officers but nothing has been done”

During the data collection, the researcher had an opportunity to meet one teacher who was drunk during working hours. When this teacher was asked about his experience on the roles of teachers to students’ achievement, he had the following to say:

“It is not my responsibility to ensure that the student passes, you know some parents have left the responsibility of teaching their children to teachers, something which is not fair. As you can see, even the government does not take any responsibility of respecting our profession. I was promoted five years ago to being an assistant head-teacher but I never receive new salary”

On the other hand, one District officer was quoted saying:

“It is true; teachers are engaged in misconducts and we have several cases that have been reported in our office. In my opinion, the cause of teachers’ professional misconducts is the personal habits; we normally recruit teachers who are not morally good, but some change when get immoral friends. When a teacher gets a friend who is addicted by alcohol he/she is likely to be influenced by that habit and this is what happened in the last year when we suspended one teacher because of alcoholism and absenteeism”

Another educational officer was quoted saying:

“I can say that teachers receive poor salary, some mediocre teachers are even involved in selling exams to parents whose pupils are in their
schools, this is because they are aggressive, they want better life without working hard”

These findings concur with the research findings by Ng’oma and Simatwa (2013) who found that teacher absenteeism was a common form of misconduct among primary school teachers in Nyando District-Kenya. Absenteeism was also influenced by environmental factors as cited by 202 (51%) teachers followed by home factors 180(46%), teacher factors 128(32%) and management factors 120(30%). In the current study, many respondents agreed that the problem of professional misconducts among teachers is influenced by poor living environment at the mean of 3.27.

Maphosa et. al (2012), observe that the main reason for teachers’ involvement in misconducts like absenteeism is lack of accountability. This implies that, if we want to have good public primary schools, we need to have teachers who are diligent and honest when performing their duties. Sometimes, parents in Tanzania fear to send their children in public primary schools because of poor adherence of professional codes of conducts by teachers. They prefer to take their children to private schools because the situation in them seems to be better. In South Africa, parents always feel that private schools have better control of their teachers and teachers perform better. Despite the high fees in the private schools, parents have no choice except to send their children where they feel teachers are accountable. There is, therefore, a serious need to ensure that teachers are held accountable in public schools (Ibid).

The current findings show that some teachers are engaging in examination leakage because of poor living conditions and low salaries. There several incidences being reported which concur with some incidences reported in Tanzania. One critical incident of examination leakage occurred in one primary school in Mwanza region-Tanzania in 2012 involving teachers selling a Primary School Leaving Examination (PSLE). Four primary teachers were sentenced in the district court in Mwanza on 9th September, 2012 because of involvement in examination fraud (Kaigje, 2012). This implies that, deliberate measures need to be taken to combat the problem because we might end up producing students who are incompetent. On the other hand, teachers are bullied by other people in the community who make their living environment a threat. For instance, Teachers’ Union in Shinyanga Region-Tanzania announced that it was suing the government over an incident in which a Sungusungu unit (Local security guards) caned four teachers in public for being late to a parent-teacher meeting. The teachers dropped their suit after being compensated TZS 100,000 ($68)
and were relocated to other districts (BDHRL, 2011). In view of the above, it is noticed that even people who are responsible for assisting teachers like security guards mistreat them. In this case, teachers’ professional misconducts are associated with multiple reasons.

**Research Question Three: What are the Problems Associated to Teachers’ Professional Misconducts in Provision of Primary Education?**

Data related to this question is tabulated in terms of problems associated to Teachers’ misconducts; Mean, and Standard Deviation as shown in Table 3.0 below.

**Table 3.0: Descriptive Statistics on the Consequences of Teachers’ Professional Misconducts to Students**

<table>
<thead>
<tr>
<th>Problems associated to Teachers’ misconducts</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ indiscipline in schools</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.3857</td>
<td>.80988</td>
</tr>
<tr>
<td>Students’ poor academic achievement</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.5786</td>
<td>.66860</td>
</tr>
<tr>
<td>Lack of consistency in teaching and learning</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.9214</td>
<td>1.07334</td>
</tr>
<tr>
<td>Students’ poor life skills</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.6143</td>
<td>1.20899</td>
</tr>
<tr>
<td>Students’ truancy and dropout</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.2714</td>
<td>.98801</td>
</tr>
<tr>
<td>Poor quality instructions</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.0286</td>
<td>.95919</td>
</tr>
<tr>
<td>Learners’ emotional instability</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.1786</td>
<td>.82469</td>
</tr>
<tr>
<td>Parents transferring children to perceived better schools</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.8714</td>
<td>1.16201</td>
</tr>
<tr>
<td>Students’ insecurity in schools</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>3.4071</td>
<td>.77642</td>
</tr>
<tr>
<td>Public loss of confidence in schools</td>
<td>140</td>
<td>1.00</td>
<td>4.00</td>
<td>2.8929</td>
<td>1.08420</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

The results in table 3.0 show that teachers’ misconducts lead to several problems at schools. Learners’ poor academic achievement was mostly preferred by the respondents at the mean of 3.57 as the dominant problem of misconduct among teachers in public primary schools. None of the indices were confirmed as strongly disagree. This confirms that there are several problems associated to teachers’ misconducts in public primary schools in Tanzania. From the interview, it was explained that the problem of students’ poor academic achievement is attributed to several factors such as poor education policies, deterioration of moral values in the
community and teachers misconducts. For instance, it was argued that teachers are no longer taking moral responsibility to the children under their care. This leads to poor academic achievement. One teacher at school Z explained that:

“Two decades ago, the role of shaping children’s character was for the whole community. Children were taught moral values that reflected our own culture and environment. Today, parents do not even trust teachers any more, that’s why you will find parents with good economic status sending their children to private owned religious schools thinking that children will learn good values. This is the reason many teachers are even thinking that they are worthless. No one is committed to work hard but the role of assisting children in academic achievement is the responsibility of the whole community and not teachers alone”

Also one interviewed parent explained:

“........teachers are to blame. Today, a standard seven leaver in public primary school cannot even master basic literacy and numeracy skills that are essential for human survival. May be, they are taught things that are irrelevant to our lives. My own child completed standard seven last year but he cannot even a letter to his grandmother. The same story has happened to my neighbour’s daughter who finished at the same school. She don’t know even how to take care of her personal hygiene, she can’t sew her clothes...............These are skills we were taught in standard one. Today, teachers are busy with their own businesses instead of teaching even life skills to our children”

The above findings are in line with the study in Tanzania by Uwezo (2011) which indicates that 7 out of 10 standard 3 pupils could not read basic Swahili texts which is a national language, 9 out of every 10 children could not read basic English, and 8 out of every 10 children could not do basic mathematics. Even by the time they complete primary education, most of them cannot do what they could have mastered five years earlier in standard 2. The associated reason for poor academic achievement among pupils was teachers’ poor motivation. It was revealed that teachers were not teaching and ‘time on task’ was very low.

With this situation, teachers as professionals ought to be aware of what is expected of them as teachers hence the need for them to execute their duties diligently (Maphosa et al, 2012). All the time, a teacher should ensure that a child is developing both
mentally and physically as an individual and a member of a society. The implication of these findings is that a number of measures need to be taken to combat teachers’ misconducts so as to assist our children get quality education.

To assess further if teachers misconducts lead to problems at schools, one parent was quoted saying:

“Our children are affected by teachers’ misconducts; three years ago I remember one teacher who was drunk caned one student to fainting. When parents blamed about the situation, the teacher was transferred to another school instead of being dismissed”.

Another parent explained:

“Teachers do not treat our children well, this forces our children to hate the school and live in fear. My own son who is in standard five has been asking me to transfer him to another school because teachers are caning them whenever they misbehave. As you can see, our children’s security is not stable. In the same school, one teacher was dismissed because of causing leg damage to one female student when he asked her to walk by kneel for long distance”

During the interview with students, they were asked to mention the qualities of a good teacher. One student responded by saying:

“A good teacher is the one who is not canning us and at our school we don’t have good teachers, they are canning us even during learning in the classroom when we fail to answer the questions correctly”

Another standard seven female student was quoted saying:

“These new teachers are not good because they want us to engage in sex with them. My friend whom we are studying together has been impregnated by one teacher at this school but that teacher has left and my friend has stopped coming to school”

From the above responses, it may be said that teachers’ misconducts are becoming threats to students’ achievements. Students are likely to emulate the behaviour possessed by their teachers. In this regards, students in primary schools in Tanzania have no good discipline as it has been indicated in table 3.0 above where the respondents agreed at the mean of 3.38 that teachers’ misconducts lead to such problem. With this respect, a teacher assumes the role of being an exemplar. Teachers
are directly involved in teaching behaviours that are right and correct those that are wrong to students in schools. They also function as role models to student. This does not imply that all teachers are good role models to students and that all teachers teach good morals, yet the fact remains that teachers have very important roles to play in the moral development of the child (Oladipo, 2009).

The findings of the current study concur with the findings by Ng’oma and Simatwa (2013) who revealed that teachers lack self control about sexual immorality with their students. During the research, it was reported that such teachers lose themselves and stoop so low as to have sex with their students. Some say “a man eats where he works”. It was similarly noted that poor family ties made teachers prey on their learners. Such teachers got closer to their students to the extent that they have sex with them (Ibid).

The problem of sexual engagement of teacher with students may cause early pregnancy among students. Schoolgirl pregnancies is one of most critical and rapidly growing social challenges painting gloomy picture to the realization of the girl child right to education in the country, yet culprits include teachers mandated to exercise parental roles by conducting themselves to the best interests of students. Article 26 of the Universal Declaration of Human Rights of 1948 states that; “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom (IPPmedia.com, 2011).

An analysis which Tanzania Media Women’s Association (TAMWA) conducted on culprits of school pregnancies reported in news stories published by local newspapers between December 2010 and the end of March 2011. The analysis revealed the bitter reality that some male teachers including heads of primary and secondary schools were the culprits of pregnancies which stop girl children from pursuing education to higher levels. The analysis noted that during the period under review, 11 cases of school pregnancy involved teachers (TAMWA, 2011).

In Tanzania, the problem of dropout among primary school students is caused by pregnancy. The available government statistics show that in 2011 about 69,015 students dropped from school. Out of 69,015 dropouts, 610 (0.9%) of them was caused by early pregnancy (BEST, 2012). This is due to the serious moral decay among community members including teachers. Apparently, reports of increasing
number of cases of teachers implicated in schoolgirl pregnancies, has provoked heated public debates; citizens are wondering and questioning what has gone wrong to teachers who were among the most respected professionals as a result of their unquestionable moral standing (IPPmedia.com, 2011).

However, corporal punishments have been one of the common misconducts among teachers in primary schools. Majority of the respondents revealed that corporal punishments have many negative impacts on student learning and behaviour. Several researches suggest that corporal punishment increases the risk of children to develop major social and psychological problems such as physical violence and depression (Straus, 2000). The long-term use of corporal punishment tends to increase the probability of deviant and antisocial behaviours, such as aggression; adolescent delinquency and violent acts inside and outside the school (Straus, 1991). Likewise, Robinson et al (2005) question the effectiveness of corporal punishment and underline the side effects of corporal punishment such as running away, fear of teacher, feelings of helplessness, humiliation, aggression and destruction of properties at home and at school. In the current study, it has been revealed that some children experience physical damage. This may create enmity between students and teachers. In this regards, teachers need to be aware of the alternative way of punishing students and teachers are exposed to these techniques during training. Although teachers are exposed to some professional ethics during training, there are several professional misconducts among teachers in Tanzania.

RECOMMENDATIONS

Teachers’ training colleges should insist on professional ethics so as to encourage acceptable behaviour. These colleges have to expose to student-teachers in their practical training a variety of different strategies on the responsibilities of an effective teacher. However, schools need to be encouraged to have peer support programs which utilize techniques such as peer assessment and review to encourage behaviour modification among teachers. However, behaviour modification among students at schools need to involve non violent disciplinary techniques such as soft verbal reproof or social isolation in addition to the persistent use of rewards as love, praise and attention by the teacher for appropriate behaviour. Educational policy makers have to establish strong intervention programmes that may be used to combat
the problem. The current study did not explore all issues about teachers misconducts at all levels of education, therefore it is suggested that further research be conducted in other levels of education and urban areas. The study was delimited to only public primary schools; more investigation may be extended to private primary schools in Tanzania.

CONCLUSION

Professional misconducts among teachers in public primary schools in Tanzania seem to be a threat to the development among children and the development of the state as well. The study shows that absenteeism is one of the common forms of misconducts; poor school management also is seen as the source of misconducts which results in poor students’ academic achievement. It has been shown that poor education policies which result in some teachers to engage in misconducts are due to political pressures. In this regards, deliberate measures need to be taken to combat the problem. The whole community need to acknowledge the role of a teacher as a role model who is responsible for child moral development. The negative effects of teachers’ professional misconducts must be well publicized and recognized by the public at large and the legal actions to be taken towards all educational stakeholders who are involved in teachers’ professional misconducts since this profession is a mother of all professions.

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