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# **Analysis of teachers' professional misconduct and their respective disciplinary measures in public primary schools in Ubungo municipality, Tanzania**

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The purpose of this study was to analyze the categories of public primary school teachers' professional misconduct and the related disciplinary measures taken. The study objectives were to: (i) Identify the forms and types of teachers' professional misconduct in public primary schools; (ii) Explore the causes of teachers' professional misconduct in public primary schools and (iii) Identify the disciplinary measures that are taken against teachers who are found to commit professional misconduct in public primary schools. The study employed a qualitative research approach with case study research design. The population comprised of teachers in six primary schools located in Ubungo Municipality. The study sample of respondents included educational officials, head teachers and their deputies, academic teachers, school teachers themselves and pupils. The study used non-probability sampling procedures and employed purposive and convenience sampling techniques. The data collection instruments were interviews, documentary reviews and focus group discussions. The findings revealed that teachers indulge in different immoral behaviours ranging from unethical dressing, use of abusive language, absenteeism, drunkenness, sexual abuse, examination dishonest, rape, theft, lateness and poor discharge of activities assigned to them. The reasons for occurrence of such professional misconducts among teachers in public primary schools differed. Most of teachers committed professional misconduct due to poor or lack of proper knowledge. This problem is more related to resources especially inadequate funds. The study disclosed further that some misconduct were being committed more often by young male teachers (apparently due to little experience). The study suggested that there is a close relationship between the location of school and the types of teachers' misconduct. Misconduct related to the teachers in urban areas were teachers' use of abusive language, lateness, unethical dressing, disorderly behavior during working hours and striking while alcoholism, examination fraud, sex-abuse, absenteeism, negligence of duty and theft were commonly reported to be committed by teachers in rural primary schools. These misconduct were categorized into two broader categories, namely serious and less serious misconduct. These misconduct carried different penalties depending on their level of seriousness. The useful penalties carried to teachers who commit less serious misconduct

were warning (oral and written), loss of privileges reduction in salary and transfer while imprisonment, demotion and dismissal were disciplinary measures issued to teachers who commit serious misconduct. The study recommends among others, a need for increasing seminars and workshops related to teachers' ethics and professionalism.