

CURBING TEACHER MISCONDUCT IN PUBLIC PRIMARY SCHOOLS IN SUMBAWANGA MUNICIPAL AND RURAL DISTRICTS, TANZANIA: HEADTEACHERS' STRATEGIES AND CHALLENGES

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ABSTRACT

This paper aimed to explore the public primary school headteachers' strategies, in curbing teacher misconduct in schools. A qualitative case study design was adopted to collect and analyze data obtained from 10 participant headteachers, who were purposively selected among rural and urban public primary schools. The study revealed that both rural and urban school headteachers put in place several different strategies, to curb teacher misconduct in their respective schools. The commonly employed strategies included: warnings and reprimands; inspecting teachers' work; teachers' attendance registers; school discipline committees; guidance and counseling; reporting the cases to higher authorities. However, it was further revealed that headteachers' effort to curb teacher misconduct encountered challenges such as lack of cooperation from education officers, overwhelming responsibilities, lack of power to sanction teachers, and lack of commitment among teachers. Consequently, headteachers consulted their higher authorities and delegated some of their responsibilities, as their strategies to overcome or cope with the encountered challenges. Thus, the paper concludes that headteachers regardless of the location of schools, were determined to curb teacher misconduct in their respective schools, nonetheless, their effort to address the problem was undermined by challenges, that emanated from various sources.

Keywords: Teacher misconduct; headteachers; public primary school; Sumbawanga; Tanzania.