



Assessment of the Procedures Followed to Administer Disciplinary Measures to Teachers and Their Effectiveness in Influencing Teachers' Conduct in Public Secondary Schools in Arusha City, Tanzania

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Abstract: *This study evaluated the effectiveness of disciplinary measures in public secondary schools in Arusha City. The study focused on disciplinary procedures followed to address the professional misconduct among teachers in secondary schools and the effectiveness of various disciplinary procedures followed in influencing teachers' conduct in secondary schools. The research was guided by organizational behaviour theory and convergent mixed methods design with sample size of 132 (116 teachers, 7 school heads, 7 WEOs, one TSC and one DSEO) respondents from a population of 1215. The study used simple random to select teachers and purposive sampling to select other respondents. Instruments used were questionnaires, interview guides, and documentary analysis validated by human resource experts while reliability ($r = 0.920$) was ascertained by Cronbach alpha method. Descriptive statistics techniques were employed to analyze quantitative data and presented in figures, tables of frequencies, percentages, and mean rating. While qualitative data was analysed thematically. The study revealed that misconduct among teachers is normally reported to the school administration, an investigation is conducted, the teacher is informed in writing about allegations, a disciplinary committee is formed, a formal disciplinary hearing is held and the disciplinary committee makes a decision which can be effectively implemented by maintaining order, professionalism, conflict resolution and compliance with education Act and regulations. In conclusion, the procedures for administering disciplinary measures to teachers require clarity, transparency and compliance with national regulations. The study recommends that teachers should be familiar with the codes of conduct and professional ethics to avoid unintentional violations.*

Keywords: *Teachers, Conduct, Effectiveness, Disciplinary, Schools*

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1. Introduction

Disciplinary procedures are established processes followed by educational institutions to address instances

of misconduct. According to a report on a study done by Msosa (2020), teacher absenteeism is a serious issue in Africa. According to research by Steely and Ten (2020), there is high rate of sexual abuse among male instructors who mistreat young female students in schools. The main

issues affecting the teaching profession include frequent instances of wrongdoing, such as tardiness, financial mismanagement, and absenteeism among teachers (Christensen and Darling, 2020). According to the 2020 report by Transparency International Tanzania (TIT), approximately 30% of students reported experiencing some form of corruption in their interactions with teachers (Transparency International Tanzania, 2020). This statistic highlights a significant concern regarding ethical behavior among educators. Another study by Mhando (2020) indicated that approximately 30% of teachers reported experiencing some form of disciplinary action during their careers. It is essential to understand that Tanzania's education sector is governed by various policies and regulations aimed at ensuring high-quality education. One such policy is the Education and Training Policy (2014), which emphasises the need for a disciplined workforce in schools. The Teachers Service Act (2015) provides the legal framework for regulating teachers' conduct, while the Schools Standards and Development Policy (2015) outline guidelines for school governance and management. Regarding the procedures followed to administer disciplinary measures, investigations into alleged misconduct are typically initiated by head teachers or district education officers. These investigations may involve interviews with witnesses, the collection of evidence, and consultation with relevant stakeholders. Once sufficient evidence has been gathered, a disciplinary committee is formed to review the case and make recommendations for appropriate action. Disciplinary measures can range from verbal warnings to suspension or dismissal from employment, depending on the severity of the offence.

Furthermore, the World Bank's Tanzania Education Sector Analysis (2020) emphasised the link between effective school governance, including fair and transparent disciplinary processes, and improved learning outcomes. Inadequate disciplinary mechanisms not only undermine teacher morale but also contribute to student disengagement and poor academic performance. The issue of teacher professional misconduct persists in schools despite the Teachers Services Commission's (TSC) actions against it, the diversity of professional orientations and training programmes provided to teachers as trainees in Teachers Colleges, the existence of a code of ethics and conduct for teachers, and other measures (TSC, 2020). Lack of transparent and standardized procedures in administering disciplinary measures to teachers in public secondary schools in Tanzania raises concerns of inconsistency, unfairness, and potential abuse of power, undermining the quality of education and the morale of educators (Mtahabwa, 2020). Therefore, there is a pressing need to critically evaluate the procedures employed in disciplining teachers within the Tanzanian public secondary school system to ensure they are just,

efficient, and conducive to maintaining good behavior among teachers and a positive educational environment.

1.1 Research Questions

The following research questions guided the study:

- i) What are the disciplinary procedures followed to address professional misconduct among teachers in secondary schools in Arusha City?
- ii) How effective are the various disciplinary procedures followed in influencing teachers' conduct in secondary schools in Arusha City?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to themes created from research questions. The theoretical frameworks of organisational behaviour theory, developed by Fredrick Taylor and Elton Mayo, served as the study's foundation (Robbins and Judge, 2017).

2.1 Theoretical Framework

Organisational behaviour (OB) theory, emphasize how individuals behave in groups within a corporate context known as organisational behaviour. OB sheds light on how people conduct themselves in groups, particularly how educators handle disciplinary measures. Robbins and Judge (2020) assert that the rules, processes, and conventions of an organisation have an impact on the conduct of its members. The goal of organisational behaviour theory is to use knowledge about how individuals, groups, and organisational structures affect conduct within an organisation in order to increase its effectiveness. OB enhances job performance, elevating job happiness, stimulating creativity, and fostering leadership encompassed in this domain.

2.1.1 Strengths Theory

OBT offers a thorough framework for comprehending the intricate relationships that exist between people, groups, and organisations. It describes how different groups and individual elements, including leadership, perception, and communication, and motivation, affect conduct inside organisations. In doing so, it assists managers in determining the underlying causes of organisational issues and creating workable solutions to deal with them. Organisational theory can forecast how changes in one area (such as leadership style or organisational structure) may affect other elements of the organisation by looking at patterns and linkages within the organisation (Scott, 2022). OBT is predicated on theoretical theories and empirical investigations that have undergone extensive testing and

validation. This enables it to anticipate individual and group behaviour accurately in various organisational environments. It can assist managers, for example, in anticipating how disciplinary procedures followed would affect worker motivation and output.

2.1.2 Application of the Theory to the Current Study

The OBT is pertinent to this study since it enables school managers and other leaders to better understand how teachers act in organisations after disciplinary procedures. The theory elaborates how disciplinary procedures among teachers invokes a many-sided method to examine behaviour in three domains: organisation, group, and person. At the group level, OBT explore group dynamics like teamwork, conflict resolution, leadership styles, and socialization processes. Finally, at the organizational level, they examine factors like organizational culture, structure, climate, and change management. It contributes to greater results and performance by concentrating on teachers' behaviour inside organisations (McShane & Von Glinow, 2021). Therefore, OBT advocates for teachers' well-being and performance after being subjected to disciplinary measures.

2.2 Empirical Review

The researcher reviewed empirical studies under the misconducts reported to the school administration or TSC, disciplinary procedures followed and their effectiveness in promoting professionalism among teachers in secondary schools in Arusha City.

2.2.1 The Disciplinary Procedures followed to Address Professional Misconduct among Teachers in Public Secondary Schools

When it comes to dealing with professional misconduct by teachers in public secondary schools in Malaysia, the Ministry of Education and other pertinent educational bodies normally follow an organised method. In line with Act 550 of the Education Act of 1996, students, parents, and co-workers can file complaints about misconduct, which can vary from minor infractions to major transgressions (Davis and Wilson, 2020). The school administrators launch a preliminary inquiry to gather information and determine whether the claims are credible after receiving a complaint. Teachers have the right to a fair trial, which includes the chance to address accusations and give their side of the story. This might entail official meetings or hearings where the instructor is able to defend themselves with arguments and supporting documentation.

Discipline is applied if wrongdoing is confirmed by the inquiry. Depending on the kind and seriousness of the offence, the punishment may vary from a warning or reprimand to suspension or termination of work. Under the Education Act 1996 (Act 550), Malaysia has faced several critiques, one of which is the perceived lack of transparency and accountability in the process. The procedures for addressing professional misconduct among teachers are often seen as opaque, leading to concerns about fairness and due process.

Disciplinary procedures for addressing professional misconduct among teachers in public secondary schools in Nigeria typically follow a structured process outlined by the Federal Ministry of Education (Federal Ministry of Education, 2020). Upon receiving a complaint, the school administration or educational authorities initiate a preliminary investigation, which may involve interviewing witnesses, collecting documentation, and reviewing relevant policies. A formal inquiry is carried out if the preliminary investigation reveals misbehaviour. Teachers have the right to a fair trial, which includes the chance to address accusations and give their side of the story (Obiozor and Osuala, 2018). This might entail official meetings or hearings where the instructor is able to defend themselves with arguments and supporting documentation. Teachers are entitled to use the authorised processes to appeal disciplinary rulings. The Federal Ministry of Education in Nigeria has disciplinary processes for dealing with professional misbehaviour among teachers; however, the process lacks accountability and transparency.

In Uganda, the general process governed by the Ministry of Education and Sports (2022) and relevant educational authorities. Misconduct can be reported by students, parents, colleagues, or school administrators. After receiving a complaint, the school administration or educational authorities initiate a preliminary investigation to gather evidence and assess the validity of the allegations. A formal inquiry is carried out if the preliminary investigation reveals misbehaviour. When an inquiry reveals misbehaviour, teachers are entitled to due process rights, which include the chance to address accusations and give their side of the story before disciplinary action is taken. Teachers are entitled to use the authorised processes to appeal disciplinary rulings.

There might not be many disciplinary actions taken against professional misbehaviour by teachers in secondary schools in Tanzanian who work in public institutions. But according to the Education Act of 1978, the Ministry of Education, Science, and Technology (MoEST) oversees the overall procedure. Students, parents, co-workers, or

school officials can report misconduct. The school administration or educational authorities launch a preliminary inquiry to gather information and determine if the claims are credible after receiving a complaint. A formal inquiry is carried out if the preliminary investigation reveals misbehaviour (MoEST, 2020). This might entail official meetings or hearings where the instructor is able to defend themselves with arguments and supporting documentation. There is a lack of consistency in applying disciplinary actions across different schools and the effectiveness of addressing misconduct promptly.

2.2.2 Effectiveness of the Disciplinary Procedure Followed in Influencing Teachers' Conduct in Secondary Schools

In Bangladesh, various disciplinary procedures significantly influence teachers' conduct in public secondary schools. Clear and transparent disciplinary processes help establish expectations for teacher behaviour, deter misconduct, and maintain professionalism. These are the ways in which disciplinary processes affect teachers' behaviour: they make them answerable for their actions, encouraging accountability and professionalism, (Bangladesh Bureau of Educational Information and Statistics, 2020). Well-defined disciplinary protocols encourage moral behaviour by defining expectations for appropriate conduct. In order to stay out of trouble and keep their good reputation as educators, teachers are urged to follow moral principles (Alam and Karim, 2022).

Teachers' behaviour in Malawi's public secondary schools is greatly influenced by the many disciplinary measures that are used. According to the study, procedures for disciplining teachers that are explicit and unambiguous aid in setting standards for behaviour, discouraging misconduct, and upholding professionalism. In order to stay out of trouble and keep their good reputation as educators, teachers are urged to follow moral principles (Kapito, 2021). Disciplinary processes frequently offer chances for self-examination, maturation, and career development. Teachers can change their behaviour and learn from their mistakes by receiving constructive criticism and assistance during the disciplinary process (Molowere, 2020).

Teachers' behaviour in Kenya's public secondary schools is greatly influenced by the different disciplinary procedures that are implemented. Discipline procedures that are straightforward and easy to understand aid in setting standards for teacher behaviour, discouraging misconduct, and upholding professionalism (Ombuki-Berman, 2021). Disciplinary processes frequently offer chances for self-examination, maturation, and career advancement. During the disciplinary process, teachers who receive criticism and

support can improve their behaviour and learn from their mistakes.

In the Tanzanian context, clear and transparent disciplinary processes help establish expectations for teacher behaviour, deter misconduct, and maintain professionalism. The MoEST sets guidelines for disciplinary procedures in schools. These procedures aim to promote a conducive learning environment, ensuring that teachers maintain professional conduct (URT, 2022). Well-defined disciplinary procedures act as a deterrent against misconduct among teachers (Mushi & Kamwenda, 2023). Disciplinary processes hold teachers accountable for their actions and foster professionalism and a feeling of duty. Well-defined expectations for proper behaviour are established by disciplinary protocols, which in turn promote moral behaviour. When there are efficient disciplinary processes in place, teachers, students, and the school community may all grow in trust and respect (Kombo, 2020).

3. Methodology

The researcher employed a mixed research approach in a single study in order to collect both quantitative and qualitative data. The study was conducted in Arusha City Council among public secondary schools in Arusha region of Tanzania. In the current study, the target population was 1155 teachers from 33 public secondary schools. The target population comprised of 33 heads of schools (HOS), 25 ward education officers (WEO), one TSC officer, and one district secondary education officer (DSEO), to make a total of 1215 of participants. Both probability and non-probability sampling strategies were used in this investigation. In non-probability sampling approaches, the researcher used purposive sampling processes to get the HOS, WEO, DSEO and TSC officer, whereas in probability sampling techniques, the researcher used simple random sampling to choose teachers.

This study employed questionnaires and interview guides for primary data collection from respondents and documentary search guides for secondary data collection from analysed documents. Closed-ended questionnaires were used to gather quantitative data and open-ended questionnaires were employed to gather qualitative data. Interview guide for HOS, WEOs, DSEO and TSC Officers and Documentary analysis was used to examine teacher cases. Opinions from experts was incorporated to make necessary corrections to the instruments to ensure their validity. In order to obtain reliability, the results were correlated in the Cronbach alpha (α), and the coefficient, $r = 0.920$ was obtained (Cronbach, 2022). The quantitative data from closed-ended questionnaires was analyzed by

using simple descriptive statistics techniques in the SPSS version 23 and qualitative data was analysed thematically for easy narration. Ethical considerations such as adhering to research regulations, ensuring confidentiality, anonymity and transparency in communication with participants were upheld.

4. Results and Discussion

The findings were discussed according to themes derived from research objectives. The following themes guided the discussion.

4.1 The Disciplinary Procedures Followed to Address Professional Misconduct among Teachers in Public Secondary Schools in Arusha City

Objective one of this study was to examine the disciplinary measures used in public secondary schools in Arusha City to deal with professional misbehaviour by teachers. The sampled secondary school teachers were required to indicate their level of agreement with the statements on the disciplinary procedures followed to address professional misconduct among teachers in public secondary schools in Arusha city.

Table 1: Teachers Responses on the Disciplinary Procedures followed to Address Professional Misconduct among Teachers in Public Secondary Schools in Arusha City (n = 116)

Disciplinary Procedures	SA		A		U		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Misconduct is reported to the school administration	33	28.4	64	55.2	7	6.0	5	4.3	7	6.0	3.954
An investigation is conducted	30	25.9	62	53.4	12	10.3	9	7.8	3	2.6	3.922
A disciplinary committee is formed	30	26.1	64	55.7	9	7.8	4	3.5	8	7.0	3.907
A formal disciplinary hearing is held	20	17.2	66	56.9	19	16.4	8	6.9	3	2.6	3.792
Implementation of decision	24	20.7	60	51.7	19	16.4	9	7.8	4	3.4	3.785
If the misconduct is serious, action might be taken	24	20.7	63	54.3	14	12.1	9	7.8	6	5.2	3.778
There may be monitoring period to ensure compliance with disciplinary decision	25	21.6	61	52.6	11	9.5	16	13.8	3	2.6	3.771
The committee may call witnesses	19	16.4	71	61.2	10	8.6	12	10.3	4	3.4	3.766
Documentation is kept in the teacher's personnel file.	19	16.4	72	62.1	11	9.5	6	5.2	8	6.9	3.762
The disciplinary committee makes a decision	20	17.2	62	53.4	21	18.1	11	9.5	2	1.7	3.746
The teacher is informed in writing about allegations	19	16.4	63	54.3	18	15.5	12	10.3	4	3.4	3.697
A teacher has the right to appeal the decision	22	19.0	58	50.0	20	17.2	7	6.0	7	6.0	3.646
Grand mean score											3.794

Source: Field Data (2024)

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree; f = frequencies

Regarding the misconduct reported to the school administration, table 1 revealed that 28.40% of teachers strongly agreed and 55.20% agreed giving a total of 83.60% with a mean score of 3.954 above the grand mean score of 3.794. This implies that misconduct is reported to

the school administration as the first stage in the procedures used to address professional misconduct among teachers in public secondary schools. The findings in this study are in agreement with the procedures established by the MoEST (Education Act, 1978). Misconduct can be

reported by students, parents, colleagues, or school administrators. After receiving a complaint, the school administration or educational authorities initiate a preliminary investigation to gather evidence and assess the validity of the allegations as supported by 25.90% of teachers strongly agreed and 53.40% who agreed. This implies that it is through investigation that the allegation of teachers' misconduct are confirmed or dismissed. A study by Brown and Mikkelsen (2022) investigated the relationship between reporting culture in schools and incidents of professional misconduct among teachers. They found that schools with a culture of open communication and support for reporting were more effective in addressing and preventing instances of misconduct. Smith and Johnson (2020) looked at the effect of reporting rules and procedures on the incidence of professional misconduct in the teaching profession in another research. According to their research, schools that had easily understandable reporting procedures had reduced rates of wrongdoing, indicating the value of institutional support in promoting responsibility.

According to the data indicated in table 1, a total of 81.80% (mean score of 3.907) of teachers agreed that a disciplinary committee is formed as another disciplinary procedures followed to address professional misconduct among teachers in public secondary schools in Arusha City. The respondents revealed that forming a disciplinary committee in public secondary schools is crucial for ensuring fairness, transparency, and consistency in administering disciplinary measures to teachers. This committee acts as an impartial entity to look into claims, gather information and decide on appropriate disciplinary measures. The committee then compile report to be submitted to higher authorities. According to this study, which was backed by Starratt (2022), a disciplinary committee offers an objective setting for assessing claims and choosing the proper course of action. This ensures that decisions are not influenced by personal biases or preferences, thereby promoting fairness and equity in the disciplinary process. On the other side, 10.40% of the respondents disagreed that a disciplinary committee is not formed and is not necessary as one of the disciplinary procedures followed to address professional misconduct among teachers in public secondary schools in Arusha City. The reason behind this is that teachers may worry that forming a disciplinary committee would add unnecessary bureaucracy to the disciplinary process, potentially leading to delays in addressing disciplinary issues. They may prefer more straightforward and expedient methods for handling disciplinary matters.

According to the data in table 1, 17.2% of teachers strongly agreed and 56.9% of teachers agreed that a formal disciplinary hearing is held as part of the disciplinary procedures followed to address professional misconduct

among teachers in public secondary schools in Arusha City. The mean score of 3.792 that was above the grand mean score of 3.794 further supports this, suggesting that disciplinary hearings are essential part of disciplinary procedures. The research revealed that in Tanzania, formal disciplinary hearings are commonly used as disciplinary procedures to address professional misconduct among teachers in public secondary schools. The disciplinary hearing is typically chaired by a designated official or committee responsible for overseeing disciplinary matters within the school or education authority. The hearing follows a formal procedure, with both the accuser and the accused given the opportunity to present their case, call witnesses, and cross-examine evidence. Formal disciplinary hearings play a crucial role in addressing professional misconduct among teachers in public secondary schools in Tanzania. They provide a fair and transparent mechanism for resolving disciplinary issues, upholding standards of professionalism, and maintaining the integrity of the education system. This finding aligns with the Organisational behaviour theory (OBT) that guided this study. It examines how people behave inside organisations and how their activities affect organisational after formal hearing of their concerns (Miner & Meeker, 2021). According to OBT, managers and other leaders may better understand how people act in an organisations after certain actions.

Also, table 1 shows that 20.70% of teachers strongly agreed and 54.30% agreed giving a total of 75% who gave affirmative response that if the misconduct is serious, action might be taken. The research revealed that there are some steps that should be taken if the misconduct is serious. Certainly, when the misconduct is serious, disciplinary procedures need to be robust and stringent. If the alleged misconduct is severe and poses a risk to students or the school community, the teacher may be immediately suspended pending an investigation. Here are action that might be taken in disciplinary procedures to address serious professional misconduct among teachers in public secondary schools, according to a variety of studies: Conduct a thorough investigation by an external, impartial party to ensure objectivity and fairness (Jones & Brown, 2021). The study by Clark and Martinez (2022) suggested having the school board or a disciplinary committee reviews the findings of the investigation and determines appropriate actions. Again, it may involve law enforcement authorities if the misconduct comprises criminal behaviour such as abuse or harassment (Garcia et al., 2020). Another study while in support suggested that, if the teacher is found guilty of serious misconduct, termination of employment may be necessary to protect students and maintain the school's integrity (Davis & Wilson, 2020). The last study suggested providing support services for students or staff affected by the misconduct, including counselling and resources (Anderson & Johnson, 2022).

By following these actions and referencing relevant literature, schools can effectively address serious professional misconduct among teachers while upholding standards of fairness and accountability.

According to the data presented in table 1, 74.20% of teachers agreed that there may be a monitoring period to ensure compliance with disciplinary decisions on disciplinary procedures followed to address professional misconduct among teachers in public secondary schools in Arusha City. The research study revealed that monitoring periods typically involve ongoing oversight and evaluation to ensure that disciplinary procedures are implemented fairly and consistently. This may include regular checks by administrators or designated committees to review documentation, gather feedback from stakeholders, and assess the effectiveness of interventions taken to address misconduct. Additionally, monitoring periods may involve providing support and guidance to teachers to help them understand and adhere to professional standards and expectations. The goal is to foster a positive and conducive learning environment for students while upholding the integrity of the teaching profession. In support, research by Darling-Hammond et al. (2020) highlights the importance of consistency and fairness in disciplinary procedures to address teacher misconduct. Monitoring periods help ensure that disciplinary actions are applied consistently and fairly across all cases, thus promoting trust and accountability within the education system. Monitoring periods typically involve ongoing oversight and evaluation to ensure that disciplinary procedures are implemented fairly and consistently.

During the interviews, the teachers' service commission officer remarked that:

It is essential for relevant authorities to take action to address professional misconduct among teachers and uphold the integrity of the education system. The TSC often receive reports of teachers engaging in unethical behavior, such as corporal punishment, harassment of students and misuse of school resources. Recently, we had to investigate a case involving allegations of improper relationships with students (Personal interview, 15th May, 2024).

In another response, one school head pointed out that:

We often receive reports of teachers engaging in unethical behavior, such as corporal punishment, harassment of students, or misuse of school resources.

Teachers who engage in professional misconduct can face disciplinary action such as suspension, interdiction, dismissal and criminal charges, as well as damage to their reputation and career prospects (Personal interview, 16th May, 2024).

These views are somewhat similar to quantitative findings that pointed out professional misconduct requires robust systems for monitoring, reporting, and accountability. Teachers should adhere to strict codes of conduct and ethical guidelines, with clear consequences for violations. This response in this excerpt revealed that if disciplinary procedure is proper followed to address professional misconduct among teachers, it raises the standard of education in Tanzania by bolstering teacher's conduct and performance. Good conduct among teachers improves school environment and students' performance.

Concerning whether the committee may call witnesses as one of the essential stages of disciplinary procedures to address professional misconduct among teachers in public secondary schools, according to the data in table 1, 16.40% of teachers strongly agreed and 61.20% of teachers agreed, and this is supported by a high mean score of 3.776. This implies that there is a need for the committee to call witnesses as a way of collecting evidence. Calling for witnesses during disciplinary procedures for addressing professional misconduct among teachers in public secondary schools is essential for ensuring fairness, gathering relevant evidence, and maintaining transparency. Witnesses can provide firsthand accounts or evidence that can corroborate or refute allegations, helping the committee make informed decisions regarding disciplinary actions. Additionally, involving witnesses can enhance the credibility and integrity of the disciplinary process, demonstrating that it is thorough and impartial. By consulting authoritative sources such as educational policies and research articles, school committees can implement effective procedures for calling witnesses during disciplinary investigations, thereby upholding the integrity of the process and promoting accountability within the education system.

4.2 Effectiveness of the Disciplinary Procedure Followed in Influencing Teachers' Conduct in Secondary Schools

The second objective of this study was to establish the effectiveness of various disciplinary procedures followed in influencing teachers' conduct in secondary schools in Arusha City. The sampled secondary school teachers were required to indicate their level of agreement with the statements on the effectiveness of the disciplinary procedure followed in influencing teachers' conduct in secondary schools. Table 2 showed the quantitative data on the extent to which the disciplinary procedure was followed in influencing teachers' conduct in secondary schools.

Table 2: Effectiveness of the Disciplinary Procedure Followed in Influencing Teachers' Conduct in Secondary Schools (N = 116)

Effectiveness of the Disciplinary Procedure	SA		A		U		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Help teachers to act as role model to students in term of behaviors	40	34.50	61	52.60	8	6.90	7	6.00	0	0.00	4.156
Maintaining order and professionalism	38	32.80	66	56.90	4	3.40	7	6.00	1	0.90	4.147
Helps in resolving conflicts	43	37.10	55	47.40	9	7.80	7	6.00	2	1.70	4.122
Contribute to the safety and security of both teachers and students	42	36.20	57	49.10	7	6.00	7	6.00	3	2.60	4.1
Ensure compliance with education Act and regulations	35	30.20	63	54.30	10	8.60	8	6.90	0	0.00	4.078
Clarity and understanding	43	37.10	56	48.30	2	1.70	12	10.30	3	2.60	4.07
Teachers adhere to disciplinary procedures	35	30.20	61	52.60	13	11.20	6	5.20	1	0.90	4.063
Continuous improvement	34	29.30	65	56.00	7	6.00	10	8.60	0	0.00	4.057
Improves school reputation	37	31.90	60	51.70	9	7.80	8	6.90	2	1.70	4.052
Positive learning environment	40	34.50	51	44.00	16	13.80	7	6.00	2	1.70	4.036
Improved teacher's moral and trust	34	29.30	61	52.60	7	6.00	12	10.30	2	1.70	3.972
Promote professionalism among teachers	27	23.30	71	61.20	8	6.90	7	6.00	3	2.60	3.966
Grand mean score											4.0683

Source: Field Data (2024) Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree frequencies (f), percentages (%),

The data in table 2 indicated that 34.50% of teachers' responses strongly agreed, 52.60% agreed, 6.9% were undecided while 6.0% disagreed that one of the effectiveness of the disciplinary procedure followed in influencing teachers' conduct in secondary schools is to help teachers act as role models to students in terms of behaviour. This is supported by a high mean score of 4.156 recorded. Disciplinary procedures in public secondary schools are vital for maintaining order and fostering a

positive learning environment. By ensuring that teachers adhere to established conduct standards, these procedures can indeed contribute to shaping them as role models for students in terms of behavior. Consistency, fairness, and clear communication are key aspects that make disciplinary measures effective in influencing teachers' behaviour and fostering a conducive educational atmosphere. Molowere (2020) supports this findings but further argued that through feedback and support provided

during the disciplinary process, teachers can learn from their mistakes and improve their conduct.

Concerning maintaining order and professionalism, the data indicates that 32.80% of teachers strongly agreed and 56.90% of the teachers who responded agreed that the effectiveness of the disciplinary procedure followed is seen when teachers' conduct in secondary schools helps to maintain order and professionalism. Also, the statement is supported by the mean score of 4.147. The high mean score revealed that disciplinary procedures in public secondary schools play a crucial role in maintaining order and professionalism among teachers.

By establishing clear expectations and consequences for misconduct, these procedures promote accountability and reinforce professional standards. When teachers understand the consequences of their actions, they are more likely to adhere to expected behaviours, fostering a positive and productive learning environment for students. By establishing clear expectations, enforcing rules consistently, providing support and guidance, promoting accountability, and fostering a positive school culture, these procedures can help maintain order and professionalism within educational institutions. Educational researchers such as Johnson (2022) lends credence by emphasizing the importance of disciplinary measures in promoting professionalism among teachers. Additionally, consistent enforcement of disciplinary measures helps to cultivate a culture of professionalism and respect within the school community, ultimately enhancing the overall quality of education. Clear disciplinary procedures promote ethical conduct by providing guidelines on acceptable behaviour and actions. Teachers are encouraged to uphold ethical standards to avoid disciplinary sanctions and maintain their professional reputation (Alam & Karim, 2022). Generally, disciplinary procedures are essential tools for shaping teacher conduct in public secondary schools.

Furthermore, from the data, 37.10% of teachers strongly agreed and 47.40% of teachers agreed, making a total percentage of 84.50%, supported with a mean score of 4.122 that the effectiveness of the disciplinary procedure followed in influencing teachers' conduct in secondary schools helps in resolving conflicts. The researcher revealed that establishing clear policies and procedures for addressing conflicts provides a framework for resolving issues in a fair and consistent manner. When teachers know the steps to follow and the expected outcomes, they are more likely to engage in the resolution process constructively. Also, providing training in mediation and conflict resolution techniques equips teachers with the skills to address conflicts collaboratively. Mediators or trained facilitators can help parties involved in a conflict communicate effectively, identify underlying issues, and

work towards mutually acceptable solutions. Therefore, disciplinary procedures can effectively contribute to resolving conflicts among teachers in public secondary schools, fostering a positive and supportive work environment conducive to professional growth and collaboration.

The data in table 2 emphasised that another effectiveness of the disciplinary procedure followed is observed on teachers' conduct in secondary schools and compliance with the Education Act & regulations. This is justified by the fact that 30.20% of teachers strongly agreed and 54.30% of teachers agreed. The researcher revealed that disciplinary procedures in public secondary schools play a crucial role in ensuring compliance with education acts and regulations among teachers. These procedures provide a framework for addressing misconduct, ensuring accountability, and upholding the standards outlined in education laws and regulations. By enforcing disciplinary measures when necessary, schools demonstrate their commitment to maintaining a safe and conducive learning environment in accordance with legal requirements. This not only protects the rights of students but also upholds the integrity of the teaching profession and promotes professionalism among teachers. Thus, effective disciplinary procedures contribute significantly to ensuring compliance with education acts and regulations for teachers in public secondary schools. Moreover, disciplinary procedures in public secondary schools ensure that teachers adhere to the Education Act and other relevant regulations. By enforcing these procedures, schools demonstrate their commitment to upholding legal standards and fulfilling their obligations to provide a safe and conducive learning environment for students. Legal scholars such as Jones (2020) emphasize the importance of disciplinary measures in ensuring compliance with education laws and regulations. By integrating these principles into disciplinary procedures, public secondary schools can ensure compliance with education laws and regulations while upholding professional standards and protecting the rights of both teachers and students.

The data in table 2 indicated that 23.30% of teachers strongly agreed, while 61.20% agreed that promoting professionalism among teachers is among the effectiveness of the disciplinary procedure followed in influencing teachers' conduct in secondary schools. The study revealed that a school environment where disciplinary procedures are effectively implemented promotes a positive culture conducive to teaching and learning. When teachers feel supported and valued, they are more likely to demonstrate positive conduct and contribute to a collaborative and respectful school community. The work of Martinez and Garcia (2022) is align to this finding by suggesting that disciplinary procedures can provide opportunities for professional development and growth. Through feedback

and support offered during disciplinary processes, teachers can address areas of concern and enhance their performance, ultimately leading to improved conduct.

Similarly, during the interviews on the question that sought to find out about the effectiveness of the disciplinary procedure followed, one of the Ward Education Officers pointed out that:

The effectiveness varies. In cases where misconduct is clear-cut and evidence is strong, disciplinary measures serve as a deterrent and send a clear message about the consequences of unethical behavior. Teachers are generally aware of the repercussions and understand the importance of adhering to professional standards. Continued training for school administrators on handling disciplinary cases effectively and ensuring that they are familiar with current policies and procedures would be beneficial. Additionally, improving communication and collaboration with district education officers and the TSC could streamline the process and lead to more consistent outcomes (Personal interview, 17th May, 2024).

The majority of WEOs in the interview session agreed that the effectiveness of the disciplinary procedure followed influence teachers' conduct in secondary schools that may result in maintaining order and professionalism. While in agreement, Mushi and Maro (2022) recommended review of disciplinary policies to ensure relevance and fairness, and fostering a supportive environment that encourages ethical behaviour rather than just punitive measures.

Promoting professionalism among teachers is essential for maintaining high standards of education and creating a positive learning environment. School leaders should model professionalism in their interactions with staff, students, and parents. Demonstrating respect, integrity, and ethical behaviour that sets a positive example for teachers to follow. Offer professional development opportunities focused on topics such as classroom management, instructional strategies, and cultural competence. Continuous learning helps teachers stay current with best practices and enhances their professionalism. Encourage teachers to engage in reflective practice by regularly reflecting on their teaching methods, student outcomes, and professional growth. Reflective practice fosters a commitment to continuous improvement and enhances professionalism. Foster a culture of collaboration among teachers by providing opportunities for them to work together, share ideas, and learn from one another. Encouraging teamwork and mutual support strengthens

professionalism and creates a sense of community within the school. By implementing these strategies, schools can foster a culture of professionalism that supports teachers in providing high-quality education and promotes the overall success of the school community.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The study identified the disciplinary procedures followed to address professional misconduct among teachers in public secondary schools in Arusha city. Disciplinary procedures for addressing professional misconduct among teachers in public secondary schools in Tanzania typically involve several steps. These include an initial investigation of allegations, gathering evidence, notifying the teacher of the allegations, conducting a fair hearing, and imposing disciplinary measures such as warnings, suspensions, or terminations based on the severity of the misconduct. The process aims to uphold ethical standards, ensure accountability, and maintain the integrity of the teaching profession and educational institutions. It is essential for these disciplinary procedures to be conducted fairly and transparently to uphold professional standards within Tanzania's public secondary schools and maintain accountability among teachers. The procedures for administering disciplinary measures to teachers require clarity, transparency, and compliance with national regulations.

Additionally, the study discussed the effectiveness of the disciplinary procedures followed in influencing teachers' conduct in secondary schools. In Tanzania, disciplinary procedures play a crucial role in maintaining order and professionalism within public secondary schools. The effectiveness of these procedures in influencing teachers' conduct is a topic of significant importance for ensuring a conducive learning environment for students and fostering a culture of accountability among educators. Disciplinary procedures serve as a framework for addressing misconduct, incompetence, or unethical behaviour among teachers. In the context of public secondary schools in Tanzania, these procedures are essential for upholding standards of professionalism, ensuring the well-being of students, and promoting ethical conduct among educators. Disciplinary procedures can have a direct impact on teachers' behaviour and performance. When implemented effectively, these procedures serve as a deterrent against misconduct and provide clear guidelines on expected behavior. By establishing consequences for violations and offering support for improvement, disciplinary measures can shape teachers' conduct and promote accountability.

The disciplinary procedures play a vital role in influencing teachers' conduct in public secondary schools in Tanzania. By addressing misconduct, promoting accountability, and providing support for improvement, these measures contribute to creating a positive learning environment for students and upholding professional standards among educators.

5.2 Recommendations

Based on the findings and supported by empirical evidence, the following recommendations were put forth:

Teachers should take time to acquaint themselves with school's disciplinary policies and procedures. This knowledge can help teachers avoid unintentional violations and understand their rights if faced with disciplinary action. Similarly, teachers should familiarise themselves with the codes of conduct and professional ethics governing their profession to avoid violations.

It is essential for heads of schools to ensure that disciplinary procedures are consistently implemented across all cases. This consistency helps in promoting fairness and transparency in dealing with disciplinary matters.

It is important for ward education officers to seek feedback from various stakeholders, including teachers, students, parents, and community members, on the effectiveness of disciplinary measures. This feedback can help identify areas for improvement and inform future decision-making.

District education officers should regularly monitor and evaluate the implementation of disciplinary procedures in public secondary schools. This can be done through conducting random checks, reviewing documentation related to disciplinary cases, and soliciting feedback from teachers, students, and parents regarding their experiences with the disciplinary process.

TSC should conduct regular training sessions and awareness programmes for both teachers and administrators on disciplinary procedures. This will help ensure that all stakeholders understand their roles and responsibilities in maintaining discipline within schools.

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