



Full Length Research Paper

Forms, factors and preferred strategies in management of professional misconduct among public primary school teachers in Kenya: a case study of Nyando District

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Abstract

Every year, a number of teachers are dismissed for cases of professional misconduct, this impact negatively on student teacher contact. In Kenya each year about 1,400 teachers face disciplinary action. Between 2003 and 2007 Nyando District was reported to have had 129 professional teacher misconduct cases. The purpose of this study was to establish forms, factors and preferred strategies in management of professional misconduct among public primary school teachers in Nyando District. Objectives of the study were to establish forms, factors and preferred way of managing misconduct among public primary schools teachers in Nyando District. A conceptual framework used in the study was to help focus on the variables. The study adopted descriptive survey research design. Study population consisted of 1,613 teachers, 289 deputy head teachers, 289 head teachers, one Kenya National Union of Teachers branch Secretary, one Education Officer in-charge of Primary School Administration and one Teachers Service Commission's District Human Resource Officer. The findings of the study revealed that various forms of teacher misconduct were experienced in Nyando District. They included lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, Code of Regulation corporal punishment, sexual immorality, insubordination, drug abuse, assault and desertion of duty. Teacher's misconduct was influenced by work environment, home background, teacher character and school leadership. The study established that the preferred methods of managing teacher professional misconduct were guidance and counseling, log in, transfer, provision of Code of Regulation for Teachers, capacity building, provision of account clerks, transfer and motivation. The findings of the study are significant to head teachers, Teacher Service Commission, Kenya National Union of Teachers and Ministry of Education in managing teacher misconduct. It may also form baseline information for future research in related areas.

Keywords: Forms, factors, preferred strategies, management, professional misconduct, public primary school teachers, Nyando District, Kenya

INTRODUCTION

Teacher misconduct is a concern globally. For example out of 21,000 Utah Schoolteachers of United States of America, about 100 are investigated for misconduct each year (Toomer-Cook et al., 2006). Related cases of misconduct were found in India where a schoolgirl was

made to strip naked in her class by the teacher, for not completing homework (Reuters, 2007). World Bank Absence Survey and World Development Report (2004) show a high level of teacher absence in several countries in Africa where Ethiopia led by 25% (Republic of Kenya, 2004). In Kenya, almost 1400 teachers face various disciplinary cases each year (Otieno et al., 2007). In Nyando District, 129 cases of misconduct were reported between 2003 and 2007 (District Education Office,

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Nyando District, 2007). Frequent cases of misconduct in Nyando were; teacher absenteeism, lateness, financial mismanagement and carnal knowledge. A teacher is expected to be above average in maintenance of discipline both in school and outside school. Teachers are often made aware of minimum level of acceptable behavior during pre-service training. Acceptable standards of behaviors of a teacher are; "to be of good moral character, free of any criminal offence, not to be guilty of any infamous conduct in any professional respect, not to engage in activities which in the opinion of the commission are prejudice to peace, good order or good government of Kenya, not to desert duty, no misappropriation of public funds, no submission of forged documents to Teachers Service Commission and perform assigned duties" (Teachers Service Commission, 2005). Upon first appointment, a teacher is provided with details of acceptable standards of conduct as contained in the Teacher Service Commission Code of Regulations for Teachers (Teacher Service Commission, 2005). While teachers are expected to be law-abiding citizens, often some have been charged with assaulting members of the public and pupils (Muriugi, 2003). Teachers should be role models to the students, parents and the society in general.

Management for teacher misconduct is thus very pertinent in teaching profession. "The laws in many states require that teachers be people of good moral character (Goodland, Soder, and Sirotnick, 1990, p. 188). Teachers who are found not to be of good character may be denied certification in most states. In United States of America for example the National Education Association; the major national association of teachers, provides a brief statement of ethical guidelines on the expected behaviors of teachers (Barrett, Headley, Stovall and White, 2006). Similarly in Kenya, Teachers Service Commission had prepared the Code of Regulations for Teachers and Code of Conduct and Ethics for Teachers which teachers are advised to adhere to (Teachers Service Commission, 2005). Code of Conduct and Ethics for Teachers (Teachers Service Commission, 2003) helps to maintain the integrity, dignity, and nobility of the teaching profession. Any disregard of the specified standards of conduct may lead to disciplinary action preferred against the victim. Code of Regulations for teachers is often violated through chronic absenteeism, desertion of duty, sexual misconduct, fraud, financial mismanagement and insubordination. From the foregoing it is necessary to conduct a study on the factors that lead to teacher misconduct. Some practices that had not been considered as misconduct are now serious cases. Traditionally misconduct is seen as going against societal expectations among teachers. To most communities alcohol consumption is not considered a crime especially among communities in Western Kenya as in Bungoma areas. Similarly bhang smoking was not misconduct; the same applies to 'miraa' chewing among communities

around Mount Kenya region. Drug and drug abuse was not an issue in the past, but now they are readily available and is an issue on teacher misconduct. Similarly Code of Regulation corporal punishment had been accepted as a way of punishment for school children (Republic of Kenya, 1980). Today administering Code of Regulation corporal punishment is an offence (Republic of Kenya, 2001). It is important for the head teacher to equip school staff with a good understanding of the laws relating to Code of Regulation corporal punishment and the strategies for confronting and Code of Regulation reacting student behavior in a firm but non threatening manner (Lawrence and Vachon, 2003).

Research Questions

- i. What forms of teacher professional misconduct are experienced in public primary schools in Nyando District?
- ii. What factors influence public primary school teacher misconduct in Nyando District?
- iii. What are the preferred strategies of managing teacher professional misconduct in public primary schools?

Conceptual Framework

The conceptual framework postulates that several broad factors such as the school environment, home background, teacher's character, and school leadership may influence teacher misconduct. (Figure 1)

Different factors lead to different forms of misconduct, for instance an environment where illicit brew is readily available more often than not leads to lateness, absenteeism, negligence of duty and immorality. A teacher who by nature is extravagant is prone to financial mismanagement when made a head teacher. These forms of misconduct are managed differently. For instance sexual immorality and cheating in national examinations can be managed by interdiction, appearance before the Teachers Service Commission disciplinary committee and suspension, dismissal or retirement on public interest as the case may be. In cases of alcoholism, Guidance and Counseling, dialogue and warnings will suffice. The expected outcomes of the management process are a reformed teacher who is committed to providing quality teaching services leading to excellent results. Mismanagement of management process of misconduct can lead to further misconduct. For example if case of alcoholism is poorly managed through interdiction or suspension, the victim upon reinstatement may involve himself in further forms of misconduct like assault as a way of revenge. Such a teacher may need another process of managing the misconduct he has committed which may result in dismissal as well if he fails to reform.

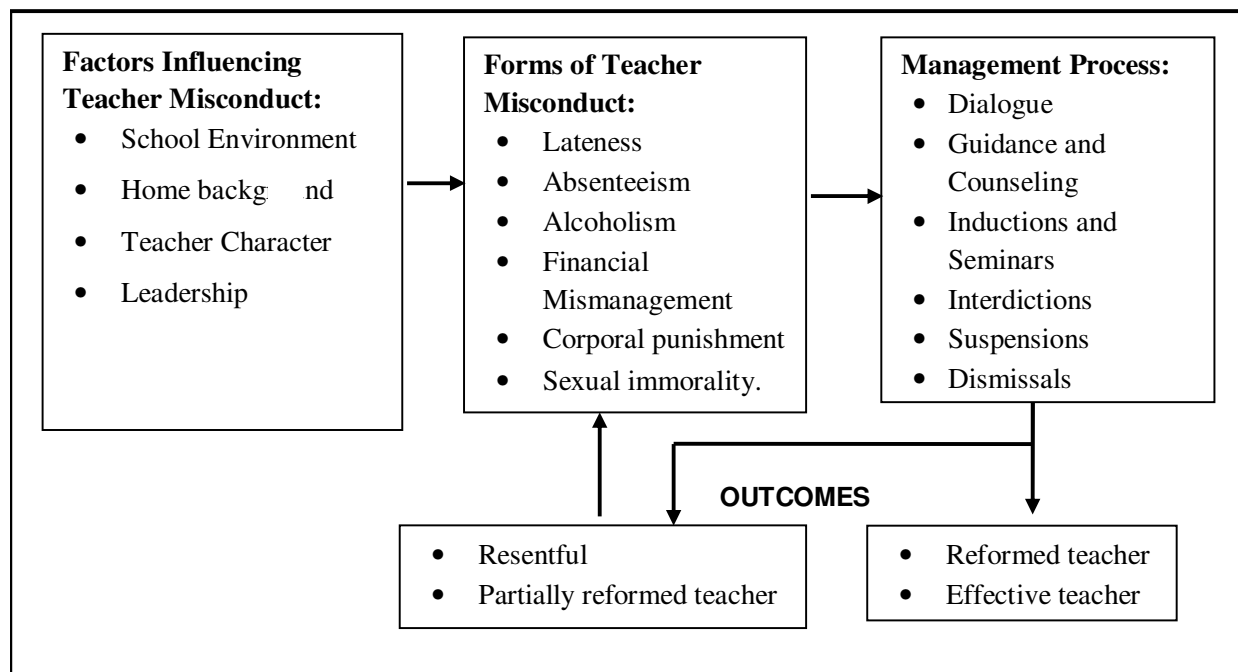


Figure 1. Conceptual framework showing Factors Influencing Misconduct among Primary School Teachers.

RESEARCH METHODOLOGY

The study adopted descriptive survey design. Study population consisted of 1,613 teachers, 289 deputy head teachers, 289 head teachers, one Kenya National Union of Teachers branch Secretary, one Education Officer in-charge of Primary School Administration and one Teachers Service Commission's District Human Resource Officer. The study sample consisted of 72 head teachers, 72 deputy head teachers and 251 teachers, one branch Secretary Kenya National Union of Teachers, one District Human Resource Officer and one Education Officer in charge of Primary Administration. Simple random sampling method was used to select Head teachers, Deputy Head teachers and Teachers. Saturated sampling method was used to select Teachers Service Commission's District Human Resource Officer, Kenya National Union of Teachers' branch Secretary and Education Officer in charge of Primary Administration. Data was collected by use of open-ended and closed ended questionnaires, in-depth interview schedule and document analysis guide.

Face validity of instruments was determined by experts in Educational Administration whose input was included in the final drafts. Reliability of the instruments was established through test retest method whereby Pearson r correlation coefficient for head teacher's questionnaire was 0.81, deputy head teachers questionnaire was 0.90 and teacher's questionnaire was 0.78 at set p -value of 0.05. Quantitative data from closed-ended items of the questionnaire and document

analysis guide was analyzed using descriptive statistics in form of frequency counts and percentages while qualitative data from open-ended items of the questionnaire and interview schedule were analyzed on an ongoing basis as themes and sub themes emerged.

RESULTS

The return rate of Questionnaires was 93% for Head teachers, 100% for teachers, 78% for Deputy Head teachers, District Human Resource Officer, Education Officer in charge of Primary School Administration and Kenya National Union of Teachers official.

Research Question 1

The research question responded to was; What forms of teacher professional misconduct are experienced in Public Primary Schools in Nyando District? (Table 1)

Lateness was reported as a form of teacher misconduct by 72 (93%) head teachers, 62 (86%) deputy head teachers and 205 (53%) teachers. This was an indication that most morning lessons were not fully taught as require Absenteeism as a form of teacher misconduct was reported by 31(46%) head teachers, 36 (50%) deputy head teachers and 117 (30%) teachers. It was most likely that some lessons went untaught when absentee teachers fail to take up their duties resulting into loss in teacher pupil contact. This could result into

Table 1. Forms of Teacher Misconduct in Nyando District as indicated by Head teachers Deputy Head teachers and Teachers.

Forms of Misconduct	Head teachers		Deputy Head teachers		Teachers	
	f	%	f	%	f	%
Absenteeism	31	46	36	50	117	30
Desertion	6	9	11	15	31	8
Lateness	72	93	62	86	205	53
Insubordination	6	9	13	18	45	12
Drug Abuse	22	33	7	10	30	8
Alcoholism	42	63	18	25	82	21
Negligence of Duty	27	40	39	54	39	10
Sexual Immorality	19	28	7	10	39	10
Assault	19	28	15	21	17	4
Corporal Punishment	14	21	13	18	55	14
Financial Mismanagement	14	21	23	32	62	16

Key: f = frequency, % = Percentages

poor performance in the affected subject areas and may as well lead to pupil indiscipline as the students may emulate their teachers especially in day schools as teachers may not make up for lost time. Alcoholism was indicated by both categories of teachers as a form of teacher misconduct. Forty two (63%) of head teachers, 18 (25%) deputy head teachers and 82 (21%) of teachers indicated alcoholism as an issue in teacher misconduct. Most (30%) of head teachers from remote areas reported incidences of alcoholism. Alcoholism is a serious health issue that should be discouraged as much as possible. Negligence of duty as form of teacher misconduct was indicated by 27 (40%) head teachers, 39 (54%) deputy head teachers and 39 (10%) of teachers. Most deputy head teachers view it as common teacher misconduct possibly because they are the ones directly involved with teachers in daily today running of the school. Negligence of duty impact negatively on teacher curriculum delivery in that set targets may not be realized. Duties of a teacher are very crucial that if not performed as expected may pose danger to the well being of pupils and those they work with.

Financial misconduct was seen one form of teacher misconduct; this was indicated by 14 (21%) head teachers, 23(32%) deputy head teachers and 62 (16%) teachers. Due to their proximity to the administration, deputy head teachers may be in a better position to report on financial mismanagement within the school. Code of Regulation corporal punishment was indicated by 14 (21%) head teachers, 13 (18%) deputy head teachers and 55 (14%) teachers. Fifty percent of head teachers reported some parents as some parents preferring Code of Regulation corporal punishment as they considered it quick and effective. Sexual immorality or carnal knowledge was indicated as serious form of teacher misconduct, it was indicated by 19 (28%) head teachers, 7 (10%), deputy head teachers and 39 (10%)

teachers. Insubordination was indicated by 6(9%) head teachers, 13 (18%) deputy head teachers and 45 (12%) teachers as a form of teacher misconduct. Insubordination is a serious offense as it interferes with delivery of service by teachers. Though negligible, insubordination is a serious offense with either interdiction or dismissal as a penalty. Teacher's ignorance of the Code of Regulation for Teachers was seen as the major cause of insubordination. This saw most teachers indulging in drug and alcoholism resulting into disregard of the Code of Regulation for Teachers, the same group cheat one another into disobedience to authority as was revealed from head teacher's interview. Drug abuse was indicated by 22 (33%) head teachers, 7 (10%) deputy head teachers and as a form of teacher misconduct; 33% of head teachers involved in the study strongly indicated prevalence of drug abuse in schools. This was in contrast with 10% and 8% of teachers indicating the same. Assault was viewed as form of teacher misconduct, this was confirmed by 19 (28%) head teachers 15 (21%), deputy head teachers and 17 (4%) teachers. Assault is serious offence and carry with it interdiction and jail term as a penalty. Desertions was indicated by 6 (9%) head teachers, 11 (15%) deputy head teachers and 31 (8%) teachers as a form of teacher misconduct.

Research Question 2

The research question responded to was: What factors influence public primary school teacher professional misconduct in Nyando District? The response to this research question were as shown in Tables 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.

Home background factors contributed most to this form of misconduct as was cited by 163 (41%) teachers.

Table 2. Head teacher, Deputy Head teacher and Teachers assertion on broad factors that influence Financial Misconduct among Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	F	%	f	%	f	%
Home Background	30	42	33	46	100	40	163	41
Environmental Factors	23	32	27	38	72	29	122	31
Teacher Factors	17	24	18	25	80	32	115	29
Management of Teachers	20	28	29	40	58	23	107	27

Table 3. Broad factors Influencing Negligence of Duty among Head teachers, Deputy Head teachers and teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	33	46	27	38	75	30	135	34
Home Background	34	47	31	43	65	26	131	33
Teacher Factors	26	36	39	54	82	33	147	37
Management of Teachers	25	35	27	39	69	27	121	31

Table 4. Broad Factors that Influence Absenteeism among Primary School Teachers in Nyando District as reported by Head teacher and Deputy head teacher and Teachers.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	44	61	49	68	109	43	202	51
Home Background	37	51	39	54	104	41	180	46
Teacher Factors	23	32	29	40	66	26	128	32
Management of Teachers	22	31	25	35	73	29	120	30

Table 5. Broad Factors Influencing Lateness amongst Teachers in Nyando District as indicated by Head teachers, Deputy Head teachers and Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	41	57	50	69	140	56	231	58
Home Background	35	49	36	50	100	40	171	43
Teacher Factors	28	39	33	46	85	34	146	37
Management of Teachers	32	44	23	32	64	25	115	29

Table 6. Broad factors influencing Insubordination among Head teachers, Deputy Head teachers and Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	F	%	f	%
Environmental Factors	21	29	11	15	55	22	87	22
Home Background	25	35	15	21	53	21	93	24
Teacher Factors	34	47	28	39	70	35	132	33
Management of Teachers	20	28	23	32	75	30	116	29

Table 7. Broad factors influencing Sexual Immorality among Teachers in Nyando District as indicated by Head teachers, and Teachers in Nyando District.

Factors	Head teachers		Teachers		Ranking	
	f	%	f	%	f	%
Environmental Factors	23	32	88	35	111	36
Home Background	24	33	63	25	87	25
Teacher Factors	22	31	73	29	95	27

Table 8. Broad Factors Influencing Desertion of Duty amongst Deputy Teachers and Teachers in Nyando District.

Factors	Head teachers		Teachers		Ranking	
	f	%	f	%	f	%
Environmental Factors	26	36	88	35	114	36
Home Background	25	35	84	33	105	34
Teacher Factors	18	25	59	24	77	24
Management of Teachers	23	32	76	30	99	31

Table 9. Broad Factors that Influence use of Code of Regulation corporal Punishment amongst Head teachers, Deputy Head teachers and Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	26	36	20	28	69	27	165	42
Home Background	23	32	16	22	59	24	98	25
Teacher Factors	25	35	20	14	75	30	120	30
Management of Teachers	20	28	13	18	65	26	98	25

Table 10. Broad factors that influence Assault amongst Head teachers in Nyando District.

Factors	Head teachers	
	f	%
Environmental Factors	26	36
Home Background	23	32
Teacher Factors	25	35
Management of Teachers	20	28

Table 11. Broad Factors that influence Alcoholism amongst Head teachers Deputy Head teachers and Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	14	19	41	57	125	50	180	46
Home Background	30	42	28	39	103	41	161	41
Management of Teachers	16	22	13	18	58	23	87	22
Teacher Factors	16	22	21	29	44	18	81	21

Other factors were environmental 122(31%), teachers 115 (29%) and teacher management 107(27%). Home

background factors was cited by 30(42%) head teachers, 33(46%) deputy head teachers and 100(40%) teachers.

Environmental factors were also seen as leading to head teacher's mismanagement of school funds; this was cited by 23 (32%) head teachers, 27(38%) deputy head teachers and 72 (29%) teachers as in table 3. A teacher's environment may force one to indulge in financial mismanagement as a teacher coming from affluent environment might end up emulating the neighbors.

Questionnaire findings revealed that teacher factors greatly influenced this form of misconduct. This was cited by 143 (37%), teachers followed by environmental factors 135 (34%), home background factors (131(33%) and management factors 121 (31%). Teacher factor most led to this form of misconduct as was cited by 26(36%) headteachers, 39(54%) deputy head teachers and 82(33%) teachers. Environmental factors were seen as precipitated teacher's negligence of duty as was cited by 33 (46%) head teachers, 27 (38%) deputy head teachers and 75 (30%). Teacher factors for negligence of duty as was cited in the questionnaire by 26 (36%) head teachers, 39 (54%) deputy head teachers and 82 (33%) teachers. Teacher management was evident from the questionnaire as having contributed immensely to teacher negligence of duty as was cited by 25 (35%) head teachers, 27 (39%) deputy head teachers and 69 (27%) teachers.

Overall factors that influenced absenteeism in primary schools in Nyando District was environmental factors as cited by 202(51%) teachers followed by home factors 180(46%), teacher factors 128(32%) and management factors 120(30%). Questionnaire findings revealed that environmental factors contributed to this factor most as indicated by 44 (61%) head teachers, 49(68%) deputy head teachers and 109 (43%) teachers. Home background was the second item that contributed to this factor as was cited by 37 (51%) head teachers, 39 (54%) deputy head teachers and 104 (41%) teachers. Teacher factor was indicated by 23(32%) head teachers, 29 (40%) deputy head teachers and 66 (26%) teachers as leading to absenteeism. Teacher management was least factor leading to teacher absenteeism as was indicated by 22 (31%) head teachers, 25 (35%) deputy head teachers and 73 (29 %) teachers.

Overall factor for lateness was environmental factors. Two hundred and thirty one (58%) was followed by home background 171(43%), teacher factors 146 (37%) and teacher management factors 115 (29%). Questionnaire findings in Table 5 revealed that environmental factors contributed most to this, as was cited by 41(57%) head teachers, 50(69%) deputy head teachers and 140 (56%) teachers. Home background factors were second factors for lateness as was indicated by 35 (49%) head teachers, 36 (50%) deputy head teachers and 100 (40%) teachers. Teacher Management factors was a third factor as was evidenced from head teachers 32 (44%) deputy head teachers 23 (32%) and teachers 64(25%). Teacher factor was the fourth factor for lateness as was indicated by 28 (39%) head teachers, 33 (46%) deputy head teacher and

85 (34%) teachers.

Teacher factors was the overall factor leading to this form of misconduct as cited by 132(33%) teachers followed by teacher management 116(29%) home background 93 (24%) and environmental factors 87(22%).

Questionnaire findings (Table 6) revealed that teacher factor contributed to this factor most as was cited by 34 (47%) head teachers, 28 (39%) deputy head teachers and 70 (35%) teachers. Teacher management factors were cited by 20 (38%) head teachers, 23 (32%) deputy head teachers and 75 (30%) teachers. Other factors were home background that was indicated by 25 (35%) head teachers, 15 (21%) teachers and 53 (21%) teachers. Environmental factors were the least factors for insubordination as cited by 21 (29%) head teachers, 11(15%) deputy head teachers and 55 (22%) teachers.

Overall factor for sexual immorality was environmental factors 111(32%), followed by teacher's factors 95 (30%) teacher management 88(25%) and home background factors 87(25%). Questionnaire findings (Table 7) revealed that environmental factors were the major factor as cited by 23 (32%) head teachers and 88 (35%) teachers. Teacher factor was cited by 22 (31%) head teachers and 73 (29%) teachers. Teacher mannerisms play a great role in indulgence with pupils; such like teachers take advantage of school houses and loneliness to lure school girls to their privately rented houses and school houses. "They keep off their families and become irresponsible only to spend their merge resources on school girls and boys", asserted one Head teacher. Home background factors were third factor in school sexual immorality as cited by 24 (33%) head teachers and 63 (25%) teachers. Teacher management factors were the least as was cited by 19 (26%) head teachers and 69 (27%) teachers.

Overall factor influencing desertion of duty was environmental factors 114 (36%) followed by home background factors 105 (34%), management of teachers 99 (31%) and teacher factors 77 (24%). Questionnaire findings (Table 8) revealed that environmental factors highly influenced desertion of duty as was expressed by 26 (36%). Questionnaires findings (Table 8) revealed that environmental factors highly influence desertion of duty by teachers as was expressed by 26 (36%) deputy head teachers and 88 (35%) teachers. Home background factors were cited by 25 (35%) deputy head teachers and 84 (33%) teachers. Teacher factors were cited by 18 (25%) deputy head teachers and 59 (24%) teachers. One teacher gave reason for teacher's desertion of duty due to what they term as lack of respect for teachers. Teacher management factors were cited by 23 (32%) deputy head teacher and 76 (30%) teachers.

Overall factor influencing the use of Code of Regulation corporal punishment was environmental as was cited by 165 (42%), teachers, others were teacher factors 120 (30%). Home back ground 98 (25%) and

Table 12. Broad Factors Influencing Drug and Substance Abuse amongst Head teachers, Deputy Head teachers and Teachers in Nyando District.

Factors	Head teachers		Deputy Head teachers		Teachers		Ranking	
	f	%	f	%	f	%	f	%
Environmental Factors	54	75	35	49	101	40	190	48
Home Background	27	38	26	36	83	33	136	34
Teacher Factors	13	18	14	19	45	18	72	18
Management of Teachers	15	21	11	15	31	12	57	14

management of teachers 98 (25%). Questionnaire findings (Table 9) revealed that environmental factor was the leading factor influencing the use of Code of Regulation corporal punishment as cited by 26 (36%) head teachers, 70 (28%) deputy head teachers and 69 (27%) teachers. Teacher factor was the second factor as was cited by 25 (35%) head teachers, 20 (14%) deputy head teachers, and 75 (30%) teachers. Home background factors was cited by 23 (32%) head teachers, 16 (22%) deputy head teachers and 59 (24%) teachers as a factor in this misconduct. Teacher Management factors was the least on issue of Code of Regulation corporal punishment as was cited by 20 (28%) head teachers, 13 (18%) deputy head teachers, and 65 (26%) teachers.

Questionnaire findings were that, assault was common among head teachers, it further emerged that environmental factors largely contributed to assault as was cited by 26 (36%). Teacher factor was cited by 25 (35%) teachers, idleness was a factor as such like teachers lacked recreational facilities and often ended up quarrelling and assaults one another as well as their pupils, as was reported by three deputy head teachers. Home background was cited by 23 (32%) head teachers, from the interview schedule it emerged that home is a socializing factor, thus contributed much to teacher's temperament. Teacher management factor as was cited by 20 (28%) head teachers as poor leadership was associated with assault cases where the head teacher covered up such like cases.

Overall factor influencing alcoholism amongst teachers was environmental factor as was cited by 180 (46%), this was followed by home background 161 (41%), management factors 87 (22%) and teacher factors 81 (21%).

Environmental factors largely led to alcoholism as was cited by 14 (19%) head teachers, 41 (57%) deputy head teachers and 125 (50%) teachers. Questionnaire findings in Table 11 revealed that home background played a great role in this vice. This was expressed by 30 (42%) head teachers 28 (39%) deputy head teachers and 103 (41%) teachers. Teacher factor was last as cited by 16 (22%) head teachers, 21 (29%) deputy head teachers and 44 (18%) teachers. Management factors saw 16 (22%) head teachers, 13 (18%) deputy head teachers' and 58 (23%) teachers.

Environmental factors was the leading factor in drug and substance abuse as was cited by 190 (48%) teachers, this was followed by home background 136 (34%) teachers factors 72 (18%) and teacher management factors 57 (14%). Questionnaire findings in Table 12 revealed that environmental factors contributed to this factor, this was expressed by 54 (75%) head teachers, 35 (49%) deputy head teachers and 101 (40%) teachers. Home background factors were cited by 27 (38%) head teachers, 26 (36%) deputy head teachers and 83 (33%) teachers. Teacher factor was cited by 13 (18%) head teachers, 14 (19%) deputy head teachers and 45 (18%) teachers. Teacher management factors were cited by 15 (21%) head teachers, 11 (15%) deputy head teachers and 31 (12%) teachers.

Research Question 3

Research question responded to: What are the existing and preferred strategies of managing teacher professional misconduct in public primary schools in Nyando District? (Table 13)

DISCUSSION

Contribute to indiscipline among the students as some may emulate the teacher as teachers also come late. This finding is in agreement with report from the District Education Officer's claim of the same (District Education Office, Nyando, 2007). More than a half of head teachers were of the opinion that, main cause of lateness amongst primary teachers in Nyando District was negative attitude towards work. This was evident in that most of them blamed long distance between their homes to school as well as natural disasters such as floods as delaying them from reaching school on time. Some teachers as reported by the deputy head teachers were found to be attending to their shambas in the morning before embarking on their teaching duties.

Family commitment weighed down on most teachers as they attended to family matters at the expenses of being in school on time. Some have to cover very long distances either on bicycle or walk to school as 'they could not afford bus fare every day', asserted one

Table 13. Management of Teacher Misconduct amongst, Public primary school teachers in Nyando District as indicated by Head teachers, Deputy Head teachers and Teachers.

Types of Teacher Misconduct	Management Methods
Financial mismanagement, lateness, absenteeism, assault, Code of Regulation corporal punishment, carnal knowledge, drug abuse, alcoholism, insubordination and desertion of duty	Show Cause, Guidance and Counseling, Written warning, Provide Code of Regulation, Report to District Education Office.
Lateness and Absenteeism	Guidance and Counseling, Log-in, Transfer, Recover salary, Provide Code of Regulation, Report to District Education Office, Show cause, Verbal warning, Written warning
Financial Mismanagement	Guidance and Counseling, Motivate, Provide Accounts Clerks, Transfer, Capacity building, Recover from salary, Provide Code of Regulation, Report to District Education Office, Show cause, Interdiction, Written warning, Demotion
Assault, Code of Regulation corporal punishment, Carnal Knowledge	Guidance and counseling Provide Code of Regulation, Report to District Education Office, Show cause, written warning
Drug Abuse, Alcoholism, Insubordination	Guidance and Counseling, Motivate, Provide Code of Regulation, Report to District Education Officer, Show cause, Interdict, Verbal warning, Written warning

teacher. Teachers who were commuting to school using public transportation cited incidents where Police traffic department organize impromptu check up on 'un-road worthy vehicles'. Over such period majority of teachers affected reported to school late. Gender issue was seen in lateness as more female teachers come to school late due to family commitments, this was confirmed by four female teachers. Most disadvantaged here are those female teachers whose husbands were not teachers, as they are forced to provide for their families. Most female teachers also find it difficult to report to their schools earlier enough due to insecurity in some parts of the district. Such like cases were reported by most head teachers around Kipsigis/Luo borders of Sondu and Muhoroni areas. Lateness should not be condoned under any circumstance as it goes against the Code of Regulation for Teachers.

From the interview with head teachers, over 60% gave major cause of absenteeism as teacher obsession with economic pursuit in areas of business and farm work. Victims of absenteeism "always faked all possible reasons for absenteeism", asserted one head teacher. Family problems such as sickness and deaths of relatives kept most teachers out of school. This was because, "most teachers were bread winners and were held with a lot of self esteem, majority of them thus contributed towards medication of their sick relatives and even play a great role in the funerals", asserted one deputy head teacher. Economic factors as poor pay, delayed salary, lack of fares accounted for most cases of absenteeism in schools as was reported by more than half of head teachers. Most of these cases were attributed to ignorance of the Code of Regulation for Teachers. One major causes of absenteeism in most schools is teacher pursuit of further studies, this was evident in one school

where out of 9 teachers, and four were pursuing further studies. This was in total disregard to understaffing in most primary schools in the disadvantage of the pupils. Natural calamities such as floods in most parts of Kano plains, Ombeyi zones and Lower parts of Nyakach interferes with both teachers and pupils regular attendance to duty and work. This was evident from log-in books from the head teachers from the affected areas. Most head teachers sighted a feeling of connection with education official, politicians and some powerful persons as a reason for some teachers to be absent from duty. Such a teacher believes that head teacher can take no action on them. High presence of Non Government Organizations in most parts of Nyakach, led to some incidences of absenteeism as was reported by most head teachers in Nyakach areas. Most teachers absented themselves from teaching duty to attend to workshops and seminars organized by CARE Kenya, World Vision, Nyamrerwa amongst others.

Alcoholism as a form of misconduct possibly cuts across other forms of misconduct as it is possible that some teachers engaged in alcoholism and end up coming to school late with post drinking hang over, asserted one head teacher. Alcoholism may lead to indiscipline among pupils as they may emulate their teachers. Alcohol takers often lose their tempers and may end up with cases of assaults; such like teachers rarely complete their syllabus on time as was confirmed by one deputy head teacher. Almost same reasons for drug abuse were for alcoholism. Peer influence and inherent behavior was a major factor in some teacher involvement with alcoholism as most of the victims felt idle and get consolation into alcohol, this case was reported by three head teachers and was common with young teachers. Family problems or misunderstandings drove most

teachers into dependence on alcohol. This was quite common with teachers in remote areas where alcohol was readily available. Most (30%) of head teachers from remote areas reported incidences of alcoholism. Alcoholism is a serious health issue that should be discouraged as much as possible. Teachers indulging in it end up being medical cases and as such may not adequately perform teaching duties. Habitual public drunkenness is a ground good enough to justify dismissal (Goodland et al., 1990).

Negligence of duty impact negatively on teacher curriculum delivery in that set targets may not be realized. Duties of a teacher are very crucial that if not performed as expected may pose danger to the well being of pupils and those they work with. Negative attitude towards work make many neglect their duties, such teacher engage in economic pursuit ending up forgetting or neglecting their duty of teaching. Such teachers believe their pay is small and must make ends meet. In this group are those teachers who over commit their salary and end up looking for where to borrow money to make ends meet. This was the view of over 60% of head teachers, yet another group of teachers are not satisfied with the teaching jobs as they compare their better off family members. This made some teachers not to take their teaching job seriously as in Tanzania where "teachers tend to regard their career as transient" (Makau and Coombe, 1994). From the interview with head teachers, issue of poor working relationship between teachers and deputy head teacher led to negligence of duty. Some teachers feel that the community they teach in is not keen in motivating them compared to their neighboring schools. Lazy teachers are fond of taking their children to academies only to subject other students into misery, asserted one head teacher. Having godfathers in political, education offices and provincial administrations made some teachers to neglect duty knowing they are well connected, as was indicated by one deputy head teacher.

Financial mismanagement was more of a problem of head teachers than other group of teachers. This was because they were the chief executives of their schools. When funds were not utilized well in the school basic facilities and items could be lacking, these shortages may lead to misconduct and indiscipline amongst teachers and pupils respectively. Most head teachers mismanaged finances of their schools because of ignorance of accounting procedures. Some head teachers gave cash advances to teachers, school management committee officials, education officials and members of school community, resulting into mismanagement of financial resources. This fact was alluded to by Education Officer in-charge of Primary School Administration as he was the one responding to audit queries from the District Educating Officer's office. Some family members of head teachers place high demand of finances from head teachers who end up mismanaging the funds as was

confided on the study by one head teacher. Poor knowledge on financial management, by most head teachers led them into spending money in non priority areas as well as spending money "on matters they consider urgent". Delay in fund disbursement by the Ministry of Education forces some head teachers into virement resulting into mismanagement. Some head teachers also claim that the funds they get was inadequate to make logical development in the school and end up with mismanagement. Effects of inflation also eats into finances allocated resulting into further mismanagement. Some teachers over commit their salaries ending up into being pecuniary embarrassment, such teachers end up with very little salary and falls into temptation of stealing public funds under their care yet some head teachers feel like getting rich faster, this fact was confirmed upon scrutiny on pay slips of a victim of financial mismanagement.

Some teachers still believe in use of the cane as a means of Code of Regulation correcting pupils though it was outlawed in March 2001 (Republic of Kenya, 2001). In most cases students know their rights and may be, conversant with banning of canning in schools, in case of any canning students may object to it resulting in further cases of indiscipline. Fifty percent of head teachers reported some parents as some parents preferring Code of Regulation corporal punishment as they considered it quick and effective. This was based on beliefs such as "spare the rod and spoil the child". They believe that some canning opens the children's mind and enhance learning as one was quoted as saying "goch motegno, golofuo," (thorough betting removes foolishness). Some teachers were found to be ignorant of Code of Regulation for Teachers and The Act of parliament on canning and importance guidance and counseling in schools. Most teachers also prefer canning as it is believed to be achieving immediate result in instilling discipline as it saves time, asserted on deputy head teacher. Some teachers cover their lack of curricular preparedness in being harsh thus resulting into intimidating learners which may result into asking embarrassing questions in class. Canning was also a way of scaring girls into submission to avoid canning by their teachers, said one teacher. During the interview time it was realized that even non head teachers were involved in Code of Regulation corporal punishment as during visit to most schools canes were found in the staffroom as well as in classes. While most teachers insisted that canes found in classes were 'pointers', some five teachers confided that they were used on some "errand and lazy students". Confusion surrounding the implementation of banning of canning in school make some teachers believe that "canning ban is only in papers". It has also been used by teachers to scare and warn potential criminal among students.

Though most teachers know the penalty of Carnal Knowledge, it is sad to realize that some teachers still

engage in it. The law concerning Carnal Knowledge is very clear as it may lead to jail sentence on the culprit. In some instances where teachers were involved in Carnal Knowledge it may become very difficult to instill discipline in students. Carnal Knowledge in most cases interfere with girl child education as it may result into unwanted pregnancies that may terminate the victim's education. The policy of the Teachers Service Commission is very clear on Carnal Knowledge, the responsible teacher may be dismissed from service and thus cause his or her family members to suffer from his reckless behavior (Republic of Kenya, 2005). Some teachers engage in sex with girls because of peer influence, there are some of their peer who engages in the act to make them feel young, said one deputy head teacher. Some teachers took advantage of school houses provided for them by sending school girls to do for them house chores, later girls were followed and sleep with as was pointed to by one deputy head teacher. In most cases where head teachers stay out of the school compound, especially in boarding schools, young girls were left at the mercy of amorous teachers.

Most teachers were found to be ignorant of Sexual offences Act, Code of Regulations for teachers and children Act. Some teachers acted under the influence of drugs and alcohol. Some parents encourage the act in that they feel proud that their teacher might marry the girl after school and the prestige associated by teacher girl friendship in some areas, asserted one head teacher. A number of school girls played a role in Carnal Knowledge in that, they entice teachers into having affair with them as they provoke amorous teachers that; "they are mature girls", asserted a deputy head teacher. Low achieving girls feel that sex with a teacher increases their self esteem. Some low achieving girls give into sex with teachers to avoid being canned by teachers for poor class performance. Yet some girls wish to sell their bodies to their teachers to get personal effect and other favors, these came from document analysis. Whatever the case for Carnal Knowledge, this is an act that must be condemned at all cost. Vulnerable school children especially girls must be protected at all cost, this will improve quality of the learning environment since learning cannot take place when the basic needs of survival are threatened (UNICEF, 2000).

From the head teacher interview, some teachers were reported to be in subordinating their head teachers due to a feeling that they have a god father in politicians, education officials and provincial administration. They know that if found in problem their well connected persons will salvage them. Such like teacher feel superior to their immediate supervisors; this is common among teachers who felt that they are more qualified and in better grades than their head teachers. They exhibit know- it- all attitude in the way they perform their duties. Most head teachers indicated insubordination as common among deputy head teachers as the two, in

most case have power struggle and luck of trust between them. Education office was accused by most head teachers as having a hand in insubordination as they delay action on reported cases and inspection reports on the same. Drug abuse found amongst teachers can jeopardize the student performance leading to serious indiscipline among students. Peer influence and availability of drugs was found to have driven most teachers into drug abuse. Some teachers would like to escape from their family responsibilities and get consolation from drugs.

Assault against a fellow teacher or a student is a professional misconduct (Teachers Service Commission, 2005). During an interview with the head teachers, it was realized that assault was either physical or psychological. Physical assaults took the form of beating, pinching, kneeling down amongst others, while psychological took the form of standing by the classroom door while others are learning, verbal abuse and mimicking. From interview with deputy head teachers and teachers they were of the opinion that assault was a common problem with head teachers. It was further realized that most cases of Code of Regulation corporal punishment ended up as assault. Environment a teacher comes from played a great role in ones shaping ones character, one teacher said that "a man is a product of his own environment". A teacher's character is often associated with his emotions, it was noted from most respondents that emotional teachers were most abusers.

Desertion was rated as the least form of teacher misconduct in this case, it carries with it stiffer penalties, mainly dismissal from teaching service (Teachers Service Commission, 2005). Desertions are quite rare amongst head teachers as most of them have some job satisfaction as compared to other teachers. From interview with 60% deputy head teachers, it was evident poor working relations with some of their head teachers discourage them forcing some to desert in search of greener pastures. Desertions among teachers were very common as it emerged from the study that most of them are on the lookout for greener pastures (Makau and Coombe, 1994). From the head teacher interview, most teachers deserted duty to poor attitude to work. Some were quoted as saying "the head teacher will do me nothing". Some desert due to low pay, some also due to failure to get transfer out of a school or an area perceived as hostile. Those yearning to get out of an area hope that after interdiction he or she may be transferred to a relatively better centre.

Low salary earned by most head teachers led them into mismanaging school funds. It was further noted that most head teachers have quite a number of dependants and to maintain this large family they ended up subsiding with schools funds. It was further noted that most head teachers got headship later in life and with it comes a number of responsibility from family background. This was a common factor with more than half of head of

teachers. Closely connected to this, it was realized from the interview that most head teachers had a number of dependants. Meeting the demands of extended family members may have led one to mismanage school funds. It was further realized that upon the introduction of Free Primary Education most head teachers were not knowledgeable in school accounting and neither did they have school accountants. One deputy head teacher claimed that "most head teachers were ignorant in school accounting". Issues of financial mismanagement amongst primary teachers in Nyando district increased between 2003 and 2005, only to decrease by 2007 upon mitigation through capacity building. Teachers Service commission has also improved on teachers remuneration as head teachers organization such as Kenya Primary School Head teachers Association has done a lot in capacity building of its members. Thirty percent of deputy head teacher asserted that, some "head teachers emulated their relatives in better paying jobs and thus felt that they should be at the same level in personal development". This unfair competition saw some head teachers make for the difference on their earnings by laying hand on school funds. Interview with one deputy head teacher indicated that most head teachers embezzled funds because of low salary. Deputy Head teachers however differ with head teachers on 2nd factors for financial mismanagement as they saw lack of school accountant as a major factor for head teachers' financial mismanagement. This finding was in line with that of Ruvanga (2001), who stated, "most head teachers who mismanaged school funds did so due to ignorance of accounting procedures" p. 7. Both head teachers and deputy head teachers were of the same accord that lack of self respect led some head teachers into this vice. It was further realized that a disciplined head teacher will definitely be prudent in managing school funds. Teacher personal discipline was cited by majority of head teachers as a factor in financial mismanagement, as disciplined minds on financial matter were found to be better managers.

A teacher's environment may force one to indulge in financial mismanagement as a teacher coming from affluent environment might end up emulating the neighbors. Whenever financial mismanagement occurs in a learning institution, public expenditure in education is dented as ethical and social impacts are enormous. Poor management of public resources has seen most head teachers to be either demoted or transferred to other schools (Mnyamwezi, 2011). From the interview schedule response on home background factors for negligence of duty, most head teachers were of the opinion that family expectations and low salary earned contributed much to negligence of duty among head teachers. High demand on teachers salary was seen by most respondents as inadequate, thus most teachers had to take some time out of their duty to make ends meet. However one teacher was of the opinion that "teaching job is not as

well paying as other jobs" and they deserted to get better paid jobs. Quite a number of teachers felt that due to low salary earned, most teachers engage in pursuit of extra income to bridge the shortfall. This finding concurs with that of Makau and Coombe (1994) "low salary and lack of proper promotional policy and poor leadership styles that led to exit and negligence of duty". It also emerged from the interview with head teachers that some teachers neglected their duties due to ignorance of Code of Regulation, they failed to know the consequences of negligence of duty. In fact one Head teacher said "lack of respect for teachers in the community lead to desertion" and added "it is not uncommon to get one referring to teachers as a mere teacher". This often leads to low self esteem forcing others to scout for better paying jobs.

From the interview schedule it emerged that poor attitude to work was responsible for teacher negligence of duty. Such like teachers never took their duty seriously leading to frequent transfer of pupils from one school to another. This confirms similar reasons for parents withdrawing their children from school as was in Tanzania (Makau and Coombe, 1994). Benet and Martin, (1980) stated that "teacher who has been designated to be on duty is available during the period specified. It is thus clear that negligence of duty undermines a teacher who is mentor of the learning process leading to disillusionment amongst parents and pupils (Makau and Coombe, 1994). Some teachers felt that with over enrolment occasioned by introduction of Free Primary Education, teachers are overburdened with heavy work load making some to neglect their duty as was reported by two deputy head teachers. From the interview schedule it was evident that most teachers felt that they were not motivated well and cited lack of recognition from both parents and head teachers as leading to desertion of duty.

Poor investigation of teacher misconduct made some teachers to neglect their duties as they failed to have issues settled well as in some cases outsider's hands were seen on teacher predicaments. Ten deputy head teachers indicated that; some teachers' neglected teaching job when they failed to get promoted to the next job group or get leadership positions. Poor salaries earned were also issues in teacher management leading to teacher misconduct; this finding was in agreement with that of Makau and Coombe (1994). It can be concluded that low salary earned dumpped heart of most teachers to neglect their duties. Head teachers saw family expectations and low salary earned leading transfers out of service. Poor attitude to work was also cited by majority of teachers in both instances. A teacher should be committed to his or her duty fully and consider it as a calling. Teaching is a full time profession that requires total commitment and dedication on the part of the teacher (Allyn and Bacon, 1981).

Some schools located in remote areas where even the provincial administration was rare, drug abuse and alco-

holism thrive. Such like areas were considered by teachers as punishment zones and any transfers to the said areas were detested. Teachers getting transfer to such like areas often absented themselves and could even quit service. Head teachers strongly felt it was due to lack of teacher's houses within the school compound that made some teachers to absent themselves. Closely connected to this belief is that most teachers cover long distance to school as was cited by both Deputy Head teachers and teachers. Natural disasters like floods were indicated as some factors leading to teacher absenteeism. This was in line with findings of Glewe and Cremer (2003) citing incidences of high absenteeism in public schools in rural areas where monitoring and assessment is difficult. From the interview schedules on home background factors on absenteeism, it was evident that dependency level, arising from family expectations made some to absent themselves while attending to personal engagement like small scale businesses.

From the interview on teacher factor it emerged that teacher's personal discipline played a great role in absenteeism. Well disciplined teachers take their work seriously and rarely absent themselves from duty. It further emerged that some indiscipline teachers engage in other economic ventures that they give priority over their official duty. Poorly socialized teachers were found to be absenting themselves from school as they often find satisfaction outside their working stations. Lazy teachers were reported to be keeping off school claiming that they were being overworked.

Teachers interviewed claimed that in spite of their hard work, were not even promoted. Teachers sighted poor promotional policies by the Teachers Service Commissions, poor leadership and supervision by some head teachers led to absenteeism. Some lazy head teachers influenced some of their teachers into habit of absenteeism as was asserted by five deputy head teachers. Interviewed teachers sighted cases where the head teachers rarely stayed in the school compound showing bad example to teachers. Such like head teachers find it difficult to act on teacher's absenteeism cases. This study is in agreement with that of Uwezo Kenya, 2011 where "out of every four teachers in Kisumu West, one is missing school daily." this confirms extent of absenteeism in our schools.

Long distance travelled to school was responsible for lateness amongst teachers. With the introduction of automatic house allowances, most teachers prefer to commute from their homes resulting into lateness. Respondents further said that due to poverty most schools could not afford staff houses. Some schools are in remote areas with poor accessibility, this delays teacher movement. Closely related to this was the issue of natural disasters as floods during rainy seasons, some teachers and pupils had to wait for streams to drain for them to pass over to schools. On the other hand, head teachers felt that teachers reporting late for duty did

so because of poor attitude to work. From the interview schedule it emerged that since most teachers are responsible for their families, they have many dependants to cater for. Both Deputy Head teachers and teachers were of general consensus that long distance travelled by teachers to reach school made them report late for duty. Most head teachers and deputy head teachers were of the opinion that lateness for duty amongst teachers was attitudinal. A teacher may choose to report to work early or late and may not be forced to change. Economic factors were cited where some teachers tend to their cows and are forced to milk or attend to their sambas' in the morning before turning for duty.

Teacher attitude to work was the main reason for lateness, poor attitude to an activity is exhibited in the way one does his/her work. This was linked to one's own discipline, as was evident on the teachers' work. Teacher factor was also linked to distance between one's residence and place of work. Some teachers cannot afford a motorcycle/bicycle to be at place of work on time. One deputy head teacher linked lateness to poor health amongst their colleagues. Those suffering various health problems find it difficult to report to work on time. Close family ties was seen as factor that help against lateness. Supportive family enables the teacher to report to duty on time. It was however noted that families with non supportive members often report for duty late. Ignorance of Code of Regulation saw some teachers come to school late as they fail to know what the code says on teachers' performance of duty. Teacher management was linked to performance of duty, from the interview teachers indicated that motivated teachers often report to school on time ready to deliver while poorly motivated ones care less about duty performance. Motivation ranges from extra funds teacher got from overtime tuition to staff tea and better pay. Good leadership from the head teacher was realized to be a booster in performance, while poor headship was seen as a panacea of laxity in job performance. It is important that teachers be punctual for their duties as this will be a good example to the learners (Farrant, 1985). Time wasted on lateness result on loss of learning time on learners. It was evident from the study that students dislike teachers who fail to prepare their lessons and arrive late in class (Capel et al., 1997).

Teacher factor for insubordination was due to ignorance of Code of Regulation as the teacher bothers not to go through such an important document. Some teachers found themselves in subordinating due to high cost of living. Such teachers brought in their financial problems on duty performance leading to conflict of interest. Most head teachers accused their deputies of insubordinating them. It was further realised that head teachers insubordinated their superior especially education officials and the Teachers Service Commission when they fail to follow the directives given by Teachers

Service Commission agents and the Code of Regulation.

It was however noted from the interview schedule on environment factors that, some teachers who resided took the advantage of staff houses within the school to trick them in to Carnal Knowledge, they pretend by sending students to assist them with domestic chores but with ulterior motives. Poor financial organization on part of some teachers was realized as a problem as some entice their pupils with money as was reported by a head teacher. Another Head teacher said "pedophilic teachers will go at all length to spend their meager salary on school girls" Another sorry state is where some teachers are quite ignorant of the Code of Regulation on Carnal Knowledge cases. It was also noted that high cost of living forces some mature girl in primary schools to turn to their teachers for basic needs which "they pay with their bodies" this was asserted by one deputy head teacher. Loneliness and lack recreation facilities were seen as driving force in teacher involvement of one carnal knowledge. This therefore calls for teachers to keep some professional distance from students of opposite sex when in school (Benett and Carrie, 1995; Toomer- Cook, et al., 2006; Wilkins, 1975; Capel, et al., 2000). Teacher mannerisms play a great role in indulgence with pupils; such like teachers take advantage of school houses and loneliness to lure school girls to their privately rented houses and school houses. "They keep off their families and become irresponsible only to spend their merge resources on school girls and boys", asserted one Head teacher. Gender issue was seen as a factor here as it was reported that Carnal Knowledge was common with male teachers than their female counterparts, asserted one female teacher.

Head teachers on home background factors for Carnal Knowledge, it emerged that lack of self control by teachers was greatly responsible for sexual immorality. Such like teachers loose themselves and stoop too low to sleep with their students. Some say "a man eats where he works". It was similarly noted that poor family ties led teachers to prey on their learners. Such like teachers got closer to their students to the extent that they sleep with them. It also emerged from the study that some teachers with employed spouses find solace in their students as their employed partners stay far away in their work station or are "workaholics" they tend to spend much time in their work places leaving little time for their partners. In some instances a few head teachers help in cover-up of Carnal Knowledge cases in their schools promoting the vices. They involve their school committees in handling such cases thus it's not uncommon to hear "we cannot part with our good teacher". Amorous teachers hide that illicit activities with good performance in class, making it difficult to act on culprits as the head teacher in many circumstances seek the advice of School Management Committee, as was reported by tree deputy head teachers. It becomes difficult to punish the culprits of Carnal Knowledge as some victims went as far as taking

huge loans to bribe the parents of the victims and the victims themselves. This explains failure to get enough evidence by Teachers Service Commission to manage such like teachers due of "lack of evidence" as some cases are handled locally as was reported by the District Human Resource Officer.

Sexual abuse of school student is still rampant in schools as was reported by the Teachers Service Commission that 76 teachers were interdicted between January 2007 and July 2008 (Standard Code of Regulation respondent, 2008). Very many students have had their future dreams shattered due to pregnancies attributed to their teachers (Benyawa, 2011; Omolo, 2010). Teachers Service Commission Executive Secretary said that in the past five years, Nyanza province had the highest number of reported cases (130) of school girl teacher related pregnancies, by October 2011, 164 cases of Carnal knowledge were reported (Oduor, 2011). Amorous teachers destroyed feature of 114 girls, Kenya Certificate of Secondary Education candidates through pregnancies within one year in 2009 (O'nyasimi, 2010). Stringent measures should be put in place to protect school girls against "sex pests" teachers. It is important to note that a "teachers conduct, at all times and in all ways, is a moral matter, for that reason alone, teaching is a moral activity" (Goodland et al., 1990).

Long distance covered from home to school forced some to desert duty after failure by some teachers to secure transfers to the preferred schools; this was attested to by the District Human Resource Officer. Some schools are in remote areas which are considered insecure by most teachers, and because of insecurity in the said areas they are not popular with most teachers. Natural calamities as frequent floods during rainy seasons and drought over dry seasons forced some teachers in to desertion. This explains why some regions like Muhoroni areas and parts of Nyakach are classified as hardship areas. Low lands plains of Nyando District that suffer frequent floods are not classified as hardship areas and teachers in these regions strive to get to hardship areas, failure to which they opt to desert. Two percent of teachers opt to desert so as to be disciplined with the hope that after Teachers Service Commission action of discipline they might be reposted to hardship areas. From the interview schedule it on home factors for desertion of duty, it emerged that little salary earned by most teachers made them to desert duty. This was mainly because the salary earned was not sufficient to meet family obligations like taking children to better learning institutions, pay for their basic needs, even fair medication, and extended family. They thus desert duty whenever better paying jobs are found or they engage in non teaching engagements that interfere with the teaching duties, factor attributed to by one head teacher. Often some people prefer the term "mere teacher" as derogatory and they desert so as to identify with what

they prefer as greener pastures. "Teachers look over their shoulders at other professionals and conditions of service and sigh for a better life" (Farrant, 1985 p.224). Most head teachers were accused of laxity when handling teacher's welfare. Issues of lack of motivation by both the head teacher and the School Management Committee led to desertion of duty. It is always the head teachers' duty to fight for the rights of teachers as he is the link between the teachers and parents and other stakeholders, any motivation coming to the teaching staff depends largely on the efforts of the head teacher, asserted one deputy head teacher. Lack of promotion for teachers in some school frustrated some deputy head teachers leading to desertions. Major factor on desertion of duty were environmentally related in nature, teachers desert duty mainly because of high cost of living forcing them to find better alternatives.

From the interview schedules on environmental factors, it was reported that most teachers in quite remote areas engaged in Code of Regulation corporal punishment. Common factor among such teachers was the ignorance of the Code of Regulation which made them continue canning in spite of the ban. The parents in such like areas supported Code of Regulation corporal punishment as they still believed in "spare the rod and spoil the child" slogan. Poorly socialized teachers were found to be fond of canning than those that were better socialized, as was stated by one head teacher. It emerged from the study that teachers displayed their emotions as some displayed their anger emanating from home or social life on students (Simatwa, 2007). It further emerged that teachers who were having poor personal health were temperamental and projected this on students as they appeared to prefer the use of the cane. Similar behavior was reported amongst some teachers with disability. One female teacher said most canning in the school was done by their male counterparts. Before administering punishment in any form, however, the teacher should consider the nature of the offence and its seriousness, the age of the child and the likely effect of the punishment on that particular child (Bennet and Martin, 1980). One deputy head teacher indicated that most teachers preferred the use of cane on students than exploring the importance of guidance and counseling. Teachers coming from unloving relationship failed to show kindness to their students. The teachers therefore found no time to review the Code of Regulation and other writings on teacher conduct. Code of Regulation corporal punishment degrades the learner; schools must thus provide a safe environment for young people (Vernham, 2001).

Top on management factors saw poor leadership of the head teacher as enabling some teachers to lease terror on students through Code of Regulation corporal punishment. Poor mentoring of teachers by some head teachers led some newly recruited teachers to indulge on Code of Regulation corporal punishment. Some head

teachers cover up cases of Code of Regulation corporal punishment in their schools thus encouraging the vice in schools. In cases where Code of Regulation corporal punishment were reported by either parents or students, affected head teachers failed to carry out thorough investigation on such like cases. Lack of professional Guidance and Counseling teachers in a school often led to use of cane in handling cases of discipline of students in the school. It was evident from the study that Teachers still practice this vice in schools in spite of the ban, evidence of canes was seen in staffrooms and classrooms. In spite of the fact that teachers are knowledgeable on matters of facts, some are still being charged with assaulting pupils and even members of the public (Muringi, 2003). In spite of the ban Code of Regulation corporal punishment is alive and well even in Nairobi, the seat of the Ministry of Education (East African Standard Team, 2011). Children's right condemns Code of Regulation corporal punishment while the Education Act Cap 211 has not changed to outlaw canning in schools. It is high time the Education Act is changed to be in reality with law. On May 2007, a United Nation General study on violence against children launched in Kenya, established that Code of Regulation corporal punishment was one form of violence experienced by children in most schools despite its prohibition under the Children's Act.

Guidance and Counseling skills should be imparted on teachers to counter issue of Code of Regulation corporal punishment and teachers to be further educated on legal aspects of education. Failure to explore the guidance and counseling methods in our schools will still see teachers cane the students in spite of the ban as was reported by United Nation Children's Fund (Colby, Witt. and Asso. 2000, June). The government banned Code of Regulation corporal punishment in Kenya schools in 2001 and enacted Children Act (Republic of Kenya, 2001) which entitles children to protection from all forms of abuse and violence.

Pupils were assaulted when they were beaten up and not canned by their teachers. From teacher factors, it emerged that teachers from unstable family will often be aggressive and lease terror on others. Such teachers were poorly socialized as their personal discipline is quite wanting. Such like teacher often lose their temper and ended up in problems with both teachers and pupils. One teacher reported that, some deviant teachers often exhibited deviant behaviors to get recognized as deviant behaviors were witnessed on assault cases. As professionals is was sad to find teachers failing to reason and end up being physical with either pupils or fellow teachers. Ignorance of Code of Regulation was main factor for assault amongst teachers. Poor family ties in most cases led to teacher's aggressiveness. It emerged that some teachers were temperamental due to lack of peace at home and while in school they failed to cherish good living and ended up being aggressive and fought

their pupils and fellow teachers. Poor leadership was associated with assault cases where the head teacher covered up such like cases. In some case the head teachers condoned the assault cases, school committees were involved in assault cases where similar cases were either covered up resulting into further cases of assaults. Assault was common in some schools in spite of government efforts to finish the vice (Kerubo, 2007). Often Code of Regulation corporal punishment ends up in assault cases, especially where the victim suffers "broken arm and spinal injury after a beating from teacher" Kiberenge (2011). Teachers at all times are expected to uphold high integrity on discharge of their duty as any act of aggression impacts negatively on teaching profession.

Availability of alcohol enticed those who could not have indulged in it to do so once they had the opportunity. Poor family ties resulting from families staying far apart were reported by one head teacher to be a factor in alcoholism. Remoteness of some areas was a conducive ground for alcoholism, such like areas were far from provincial administration units and frequent patrols are not common while some security personnel in such like areas were also involved in the act. Remote areas often lack recreational facilities and the only common recreation is to go to alcohol dens to pass time, a fact attested to by one head teacher. Influence from peer group was major factor in alcohol consumption as some with weak personality got hooked to it. Some alcohol addicts become so because of laziness and poor attitude to work, it is not uncommon to hear one say "I passed by to take one for the road" before settling down to serious work. Ignorance of Code of Regulation made some teacher indulge into alcoholism as they were ignorance of the consequences of taking into alcoholism. Some head teachers feared reporting cases of alcoholism to the relevant authorities as the victims may lose their jobs. It was not strange to hear a head teacher comment that; "let him not die in my hands". Alcoholism was both home and environmental factors in nature; availability of alcohol within schools vicinity enticed the victims into the act. This was mainly common in remote areas where there was laxity in law enforcement. Teachers in such areas felt idle at times and ended up taking their free time drinking. Such like teachers fail to discharge their duties diligently as alcohol often impairs judgment. A teacher needs to be fully alert so as to discharge teaching duties diligently. This therefore confirms cases of habitual drunkenness as a ground justifying dismissal (Goodland et al., 1990).

Home background factors were responsible for this drug abuse in that often teachers with family problem got consolation in drugs and substance abuse. They often compensate for the love lost for their families with drugs. Availability of funds for those that never had good plans for them made them to indulge in this negative practice as frustrations also forced some teachers to depend on drugs. Teacher factor play a great role in that teachers

with weak personality often got influenced into this act, as such like teachers fell prey to peer pressure. Ignorance of Code of Regulation made some teachers to experiment with drugs in spite of the consequences. Drug and drug abuse were mainly dependent on the environment victims found themselves on. Teacher management factors led some teachers into the vice as work pressure from the administration led some teachers into this anti social behavior as some victims were reported as saying it gives "extra energy". There is a false belief by some primary teacher's especially male teacher that drugs boost energy especially in handling difficult sums. From the interview schedule it emerged that environmental, home background, teacher and management factors influenced this misconduct. Drug and drug abuse practice is a dangerous act that should be condemned in teaching fraternity as it adds no value to the life of a teacher. Victims are sick people that need medication as their act endanger lives of learners; serious cases should be kept off the class areas and be referred to rehabilitation centers. All forms of teacher misconduct (Financial Mismanagement, lateness, absenteeism, assault, Code of Regulation corporal punishment, canal knowledge, drug abuse, alcoholism, insubordination and desertion of duty) can best be managed through Show Cause, Guidance and Counseling, written warning, provision of Code of Regulations and reporting to District Education Officer. Teacher administrators within the school, head teachers and deputy head teachers were of the same opinion that all teachers' misconduct could be best managed through the above cited methods. It is important to note that in applying the above process, the due process on managing of teacher misconduct. This will assure justice to the teacher and accord him or her fair hearing.

Lateness and Absenteeism could be best managed through guidance and counseling, log in, transfer recovery of salary, provision of Code of Regulation, reporting to District Education Officer, show cause, verbal warning and written warning, Guidance and Counseling was cited as the best ways of managing lateness and absenteeism. It was stated by the head teachers and deputy head teacher that it was important to find out why teachers came to school late and absent themselves. Through these methods, it would be possible to involve the teacher in how to overcome lateness and absenteeism. Log-in is important in managing lateness and absenteeism in that the teacher will be unconditionally forced to report to school on time and ensure that he or she log-in the log-in register in the morning and out when leaving the school. This will make teacher account for his or her where about during school time as this will ensure that every school time is accounted for. Transfer from one school to another was preferred by the two administrators to manage lateness and absenteeism. The Head teacher was however categorical that "this does not mean transferring problem

from one school to another". It was further indicated that some teachers come to school late because of the distance between their work station and residence. They indicated that if teachers are nearer to their school, they will have no reasons to come late. This was attributed to teachers' concern that some of them cover very long distance to school as most schools don't have teachers' houses and neither have rental houses next to school compound. It was clear from the study that in spite of the fact that all teachers get house allowances, majority still come from their houses. It was realized from the interview with head teachers and deputy head teachers that some teachers absented selves from duty to protest at failure to get transfer to preferred areas. Some teachers had family responsibilities and issues like disability that could have been avoided by enabling the teacher to move to schools that could be accommodative to them. Most cases of absenteeism could have been avoided by providing transfers. On further mitigation on absenteeism and lateness it was realized that "transfer and deployment procedures should take into consideration the welfare of married female teachers as wives and mothers (Makau and Coombe, 1994).

Recovery of salary due to lateness and absenteeism was the best way to force the teachers to take their work seriously. This could curb the problem of over – payment (where teachers are often paid for the work not done). This method was aimed at making teachers know that their salary is a product of diligent performance of duty. Teacher should not be paid for duty not performed. It was realized from the study that some teachers were engaged on their business during working hours and being paid over that period will be a loss of public funds. When the teacher is not paid for the time that he/she failed to attend to duty, the victim will be forced to re-think his/her decision and take work seriously. Provision of Code of Regulation will enable teachers to know what is expected of them especially on duty performance. It emerged from the study that most teachers are not conversant with the content of Code of Regulation. Availing the Code of Regulation to teachers will enable them know the job expectations and comply with its requirement. Most misconduct was due to teacher's ignorance of the Code of Regulation. Reporting of misconduct cases to the District Education Office was preferred way of managing teacher's misconduct. Aim of reporting to the District Education Office was a way of mitigating cases where actions like guidance and counseling can be undertaken at an early stage. Any further action on misconduct can thus be decided once the case is reported to the District Education officer's office. Investigations are always carried out and then right course of action is taken. Show cause, this is appropriate for management of lateness and absenteeism; this will enable the victim to give reasons for his/her actions. If no good reason is given, the teacher can then be put on his/her defense. Verbal warn-

ing, this is appropriate before other forms of punishment are meted. The teacher is often verbally warned and if they fail to change then another higher level of caution proceeds. School head must ensure that his staffs are punctual, efficient in performing all duties assigned. Lateness and absenteeism were part of teacher misconduct that degrades professionalism in teaching (Wilkins, 1975) Written Warning was one of preferred ways of managing lateness and absenteeism among teachers. It will be an indicator to the seriousness of misconduct committed by the teacher. The teacher has a right to be informed in writing of all the allegations and the ground for them; to full access to the evidence and to defend themselves using a chosen representative (Bitamazire, et al., 1996).

Guidance and Counseling was preferred as the best way of managing financial misconduct. Teachers are counseled on best ways of managing school funds entrusted to them. Head teachers were guided further on financial management and being modest with public funds under their custody. Motivation was seen by most teachers as the best method of managing financial mismanagement. Better pay will motivate most teachers and this will reduce incidences of pecuniary embarrassment turning teachers to be better managers. Providing of head teachers with accounting clerk will enable them to leave financial management to the experts. In most instances, especially in the interview with Education Officer in charge of Primary Administration, he indicated that it was due to lack of accounting knowledge that most led head teachers into financial mismanagement. Education Officer in charge of Primary Administration indicated that head teachers were urged to organize themselves into zonal clusters and employ one accountant to visit all schools within the cluster zone. Providing of transfer to the victims of financial management was indicated as a way of managing financial misconduct. The transfer will pave the way for the investigation on financial mismanagement. If left in the same station the victim may interfere with the investigations. Capacity building was the best way that financial misconduct could be handled. Between 2003 and 2004 Government of Kenya resolved to develop capacity building to the head teachers and deputy head teacher on financial management. The process led to decline in financial mismanagement in 2007. Recovery of salary, this method suited very well in financial management because the culprit was forced to account for the funds embezzled. Seriousness of the offense is realized when one is forced to refund the mismanaged funds as would be culprits are warned on the consequences of the offense. The provision of Code of Regulation to the teachers enables them to be warned on the consequences of financial embezzlement. Code of Regulation states clearly the integrity level of the teacher. Some head teachers rarely read this document and end up acting on ignorance which has not defense.

Once the incidence of financial mismanagement is reported to the District Education Office, due process and investigation on the allegation is carried out. Auditors are always sent to examine the books of accounts. Once the facts about embezzlement are confirmed the victim is put on his/her defense and appropriate action is taken. Show course this essential in financial management as the head teacher is to explain why he should not be punished for the offense committed. His/her explanation will then set next course of action based on facts on the ground. Written Warning this is always given to the financial embezzlement victims as their action is explained to them and under which section of the Code of Regulation they will be charged. If carelessness is established, then the teacher is warned and appropriate action is taken (Wilkins, 1975) Interdiction was always taken to pave ways for further investigation on financial management. The financial embezzler will be forced to rethink about his/her action as potential victims were seriously warned on the seriousness of the act. Interdiction is appropriate here as financial embezzlers are kept away from further laying of their hands on other school funds. Demotion is a serious course of action financial managers who mismanage school funds are forced out of office to be replaced with teachers of high integrity. This will further sound as a warning to other teachers who might be potential financial embezzlers.

Respondents came up with similar management methods of the above misconducts.

Guidance and Counseling was appropriate as either of misconduct above was seen as act of aggression, and the offender needs to be counseled on this conduct. From Guidance and Counseling it will be possible to know the route course of the behavior and how to make the teacher fit well in the society after punishment. Counselor will then design appropriate methods of managing the misconduct. Through an expert psychiatrist it will be possible to establish whether the teacher is a risk to the safety of their students or colleagues (Toomer-Cook et al., 2006).

Provision of Code of Regulation to teachers is essential as most teacher administrator Code of Regulation corporal punishment due to ignorance of the coder and children Act. Excessive Code of Regulation corporal punishment ends up with assaulting the child which is a criminal act. With full knowledge of Code of Regulation the teacher will know the bound he/she should reach; other documents such as Code of Ethics will help manage these vices. Assault is exhibited against fellow teachers and students, which should not be allowed as it even goes against professional Ethics. Carnal knowledge is such grievous and is now criminal in Sex Act. Any teacher found involved in these acts should know the consequences. Code of Regulation states clearly how a teacher should relate with his/her students once the teacher is conversant with the content of the documents he/she will know the expectations and

provisions of the document and its relations to the Laws of Kenya. As Kenyan citizens, teachers are subject to criminal law and if the teacher hits a pupil or vice versa, the act constitutes an assault (Capel et al., 2000).

The three listed cases of Assault, Code of Regulation corporal Punishment and carnal knowledge are grievous misconducts that must be reported to the District Education Officer's office for action. As criminal acts the District Education Office through the District Human Resource Office will develop an action plan so that due process is followed. Either of the acts may lead to loss of life destroying the future of the victim, in this case the teacher on the student. The District Education Office will then institute an investigation into the matter through his Quality Assurance and Standards Officer. Upon establishing the facts appropriate action will be taken on the teacher's interdiction and dismissal. The two management methods are appropriate for managing Carnal knowledge, Code of Regulation corporal punishment and assault. It is dangerous to keep sex pests in our education system as lives and future of the students cannot be guarded. Such like teachers should be kept out of our classroom to make our students safe. It is not uncommon to find teachers who feel threatened due to unpreparedness release their anger on poor students. Often teachers who fail to prepare use cane to deter students who yearn for more knowledge from being inquisitive. Interdiction will be appropriate for such teacher and if he fails to change then be dismissed from the service. Some cases of Code of Regulation corporal punishment and assault end up with loss of life or permanent injury or even stressful to the learner. Most respondents therefore felt that "Our schools and classrooms must be safe from criminal activities". Makau and Coombe (1994), states that "If the current level of sexual harassment is to be contained, strict and unyielding discipline of the offenders, be they teachers or students must be mandatory". (Coombe, 1994:13)

Guidance and Counseling was indicated by majority of teachers in the management of drug abuse, alcoholism and insubordination. Drug and substance abuse requires a lot of patience with the victim as the victim is considered as a patient that needs a therapy. The counselor will then prescribe the best way of management of the victim and rehabilitate them to normalcy. Insubordination needs to be given Guidance and Counseling so as to find the real cause of their act and mitigate. Drug abusers and drunkards need to be given some motivation as the Guidance and Counseling is in the process to make them feel wanted in the society. Some little motivation will make them feel wanted and change and fit well in the society. A good number of teachers' insubordinate due to lack involvement in school administration, they felt left out in daily activities of the school. With some motivation they will be turned into team players and help in the improvement of curriculum. Provision of the Code of Regulation will make the victims

of drug abuse, alcoholism and insubordination know the expectations of their jobs. They will know the ethics acceptable while on duty, knowledge of the Code of Regulation will help reduce the incidences of drug abuse, alcoholism and insubordination. Cases of drug abuse, alcoholism and insubordination must be reported to the District Education Office for appropriate action. The District Education Office will then institute investigation and inspection report availed to ascertain or dismiss the matter. Once confirmed and evidences gathered, then the appropriate disciplinary measures are executed to reduce their recurrence of same cases. The District Education Office will upon receiving full report to ascertain the allegations will write a show cause letter which may be used in putting the teacher on his defense. In alcoholism and assault cases the head teacher will then report to the Teachers Service Commission on action taken. Once the case of drug abuse, alcoholism and insubordination are reported the head teacher should first give a written warning, failure to heed verbal warning and then written warning follows. If the teacher continues with the acts of drug abuse alcoholism and insubordination, then other further disciplinary procedure are to follow. Often after all procedures fail in cases of drug abuse, alcoholism and insubordination, then interdiction ensues. This will force the teacher to reconsider his action and reform. Most teachers indicated that most drug abusers and alcoholics are not a very good example to the students as teaching is a moral activity (Goodlad et al., 1990).

CONCLUSIONS

Various forms of misconduct such as lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, corporal punishment, sexual immorality, insubordination, drug abuse and desertion of duty were experienced in schools in Nyando District. Any form of misconduct impacts negatively on the teacher and teaching profession. They result into interference with the curriculum delivery and had negative effect on student performance. Forms of professional misconduct were a factor of teacher's environment, whether home or school, head teacher plays a great role in teacher misconduct as he or may amplify or reduce it all together. Any form of management process must involve the teacher as he or she may be convinced of and appreciate the change process positively or negatively. Due process should apply in all cases of professional misconduct. A well managed misconduct process greatly reduces cases of further forms of misconduct. Guidance and counseling was suggested by teachers as best method of managing teacher professional misconduct.

RECOMMENDATIONS

- i. District Education Boards should be mandated to be responsible for transfer of Teachers from one school to another and not the Teachers Service Commission. This will reduce environmental factors responsible for professional misconduct.
- ii. The Ministry of Education and Teachers Service Commission should make Seminars and Training of School administration and Managers regular and mandatory on management of physical and human resources. This will equip teacher managers with skills aimed at reducing forms of professional misconduct.
- iii. The Ministry of Education to outline that Teachers Service Commission identifies and develops capacities of District Human Resource Offices in guidance and Counseling as Teachers counselors to reduce cases of professional misconduct.
- iv. The Ministry of Education to ensure that the laid down procedures for recruitment, deployment, promotion, demotion, interdictions, suspension, dismissals and transfers of staff are strictly adhered to. This will win public perception on service delivery.
- v. The Ministry of Education to review the Education Act, chapter 211 and Teachers Service Commission Act, with a view to empowering the Board of Governors and Patrons to be dealing determinatively with cases of errant transfers.
- vi. Guidance and Counseling skills should be imparted on teachers to counter issue of corporal punishment and teachers to be further educated on legal aspects of education. Failure to explore the guidance and counseling methods in our schools will still see teachers cane the students in spite of the ban as was reported by UNICEF (Colby et al., 2000).

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