
Application of Warnings and Reprimands by Heads of Schools In Managing Teachers' Professional Misconduct Among Public Secondary Schools in Mara Region, Tanzania

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ABSTRACT: *This study assessed the application of warning and reprimands by heads of schools on the management of professional misconduct among public secondary school teachers in Mara region, Tanzania. The reviewed literature indicated that there is a high rate of teachers' professional misconduct and there was need of assessing the application of warnings and reprimands and find a way that can be properly used to manage teachers' professional in the school environment. The study was guided by Transformation Leadership Theory which guides the HOSs to use different strategies in managing of teachers' professional misconduct including warning and reprimands. The study used mixed methods approach and the convergent mixed research design whereby quantitative and qualitative data sets were collected simultaneously. The target population involved 300 students, 138 teachers, 25 heads of schools and 5 District TSC Officers. Stratified, simple random and purposeful sampling techniques were used to determine the study sample that consisted of 468 respondents. Questionnaires, interview guides, interview schedule, and document analysis guide were used to collect the required data. The collected data were analyzed by descriptive and inferential statistics using independent t-test. Narrations and direct quotations were used to present qualitative the study findings. However, the study also revealed that there was a significant relationship between the level of application warnings and reprimands strategy and management of teachers' professional misconduct. The study concluded that warnings and reprimands were not properly applied due to unfairness, favouritism and insufficient of knowledge and skills by HOSs in dealing with management of teachers' professional misconduct. The study recommended that TSC under the government should give education to the heads of schools on the proper usage of warnings and reprimands to avoid favouritism to the teachers when issuing warnings and reprimands.*

KEYWORDS: Warnings and reprimands, Teachers' Professional Misconduct Transformational Leadership Theory, Heads of Schools (HOSs).

INTRODUCTION

Teaching is a specialized presentation of knowledge, skills and attributes intended to provide unique service to meet the educational needs of the individual and of society (Akinrotimi, 2021). The choice of teaching learning activities whereby the goals of education are realized in the school

is the responsibility of the teaching profession and involves the assessment procedures (Chidya et al., 2021). According to Soeung, (2021) any behaviour different to accepted rules and regulations by teachers in teaching and learning process is known as teachers' professional misconduct. Professional misconducts among teachers are their acts of behaviour that affects effective teaching, learning and administration of the school (Teder & Mikser, 2019). The most common teachers' professional misconducts include verbal abuse, teachers' moonlighting, absenteeism, private tuition, examination leakage, unethical dressing, sexual abuse, corruption and drunkenness (Ndibalema, 2019; Betweli, 2020; Kiziltepe et al. 2020; Wilke et al., 2021). These are serious threats to all levels of our educational system, since teachers are the expected professionals, trusted with the obligation to consider preserve the future and destiny of the nation.

To ensure that teachers observe and run under professional conduct various countries have developed professional codes of conduct in the education sector (Abdullah & Mirza, 2020). These entail rules and regulations that govern teachers' profession, for example in Tanzania the TSC department ensures that teachers' professional conduct is observed by teachers at the school environment. According to the TSC Act No. 25 (2016) and its regulations (2017), teachers' disciplinary authorities include heads of schools and the TSC District Committee. However, HOSs may use different strategies such as guidance and counselling services as well as school discipline committee to make sure they are accountable to the teachers' professional conduct and that teachers avoid misbehaviours as per their professional in some occasions (Omollo et al., 2022). Warnings and reprimands are the most used strategies in managing teachers' professional misconduct by the heads of schools.

Warnings and reprimands are formal way to tell teachers that their behavior is not acceptable in the teaching professional (Srivastava, 2021). In the organizations, warnings and reprimands are used to maintain discipline and appropriate behavior of the employees in a particular profession (Candra et al., 2020). Warnings and reprimands have been widely used in different countries of the world to manage teachers' professional misconduct in the school environment.

In Poland, the study by Hrehorowics (2020) on the disciplinary and criminal liability of Judges found that the most frequently imposed penalties were warnings and reprimands to the Judges with misconduct. This indicates that warnings and reprimands strategies are used even in non-educational professions such as law implementers. In Spain De Gabriel (2018) reported that educators who were involved in abandonment of teaching and misconduct such as cohabitation and sexual abuse to the students were imposed to warnings and reprimands by the University councils. In Malaysia the study by Chai et al. (2021) recommends for the use of warnings and reprimands as disciplinary actions rather than terminating the employees without following any procedure of discipline. The studies in Spain, Poland and Malaysia indicate the use of warnings and reprimands in the organizations as disciplinary actions towards professional misconducts.

In South Africa heads of schools department of South African Council for Educators (SACE) granted the heads of schools with the power to give caution to teachers through warnings and reprimands of which they are kept in the professional files for six months (Makoelle & Plessis,

2019). This shows that heads of schools in South Africa use warnings and reprimands in the management of teachers' professional misconduct in their respective schools. The study by Daniel and Sapo (2020) in Ethiopia on teachers' perception of professional ethics and its impact on their professionalism reported that warnings and reprimands strategies were introduced by the TSD to deal with teachers' professional misconduct. This suggests that heads of schools in Ethiopia employ warnings and reprimands in their process of managing teachers' misbehaviours in the school environment.

In Tanzania, Betweli (2020) confirmed that warnings and reprimands were the most predominant strategies that heads of schools employ to address teachers' misconduct in their respective schools. Another study by Mwesiga and Kireti (2018) found out that warning by letter and reprimanding was used by heads of schools to the teachers' misconduct before they were finally reported to the higher authorities for further measures. Also, Basimwaki (2020) in Tanzania contended that heads of schools and district administrators use warnings and reprimands to the teachers with moonlighting behaviours. This indicates that heads of schools in Tanzania employ warnings and reprimands as strategies when managing teachers' professional misconduct.

Despite the efforts made by the governments through TSC departments and the heads of schools by giving warnings and reprimands to the teachers who were involved in professional misconduct yet the problem of teachers misbehaviours is still high in Tanzanian secondary schools. This raises a question on application of warnings and reprimands by heads of schools. Therefore, this study aimed at assessing the application of warnings and reprimands by heads of schools on the management of teachers' professional misconduct among public secondary schools in Mara Region.

Statement of the Problem

Warnings and reprimands are administrative disciplinary strategies used by heads of schools at the early stages of managing teachers' professional misconduct. However, when teachers' misconduct becomes severe heads of schools are acknowledged by the TSC to report the behaviours to higher authorities for other disciplinary measures (Sung et al., 2020). The persistence of teachers' professional misconduct in schools has been a point of concern to the global educational stakeholders and non-educational stakeholders towards the strategies employed by heads of schools particularly warnings and reprimands.

Studies by Akinrotimi, 2021; Gerritse and Duvivier, 2021; Basimwaki, 2020; Betweli, 2020; Mwesiga and Kireti, 2018 were done and only concentrated on the effectiveness, critical usage and the appropriateness of warnings and reprimands in addressing teachers' misbehaviors in schools and law implementer Professional such as courts. None of the studies reviewed was done on the assessment of the application of the strategies used by the heads of schools in managing teachers' professional misconduct.

Therefore, the current study sought to assess the implementation of heads of schools' warnings and reprimands strategies on the management of teachers' professional misconduct among public secondary schools in Mara Region.

Research Question and Hypothesis

This study was guided by one research question and two hypotheses

Research question: To what extent does the application of warnings and reprimands by heads of schools lead to the management of teachers' professional misconduct among public secondary schools in Mara region?

Research hypothesis: There is a significant relationship between the level of implementing warnings and reprimands strategy and managing of teachers' professional misconduct.

Theoretical Framework

The study was underpinned by Transformational leadership theory which was advocated by Burns in 1978 and later expanded by Bass (1985), Leithwood (1994) and Slocum and Hellriegel (2007). According to Burns (1978), the basic theory of transformational leadership is interpersonal relationship, ideas and also moral values. Burns explain that leadership is not only power in influencing another person but also a development of moral values in influencing others by being a role model.

The goal of the theory of Transformational by Burns is to increase the value of moral and motivation of followers to the extent that teachers can think about contributions to the organization. Burns established two concepts namely, transforming leadership and transactional leadership (Alharbi & Aljounaidi, 2021). Transformational leadership approach creates significant changes in the life of people and also organizations (Manoppo, 2020). This can be achieved when the heads of schools use warnings and reprimands to the teachers. The theory redesigns perceptions and values, and changes expectations and aspirations of employees which are to be achieved through four components given by Burns; idealized influence, inspirational motivation and intellectual stimulation (Fauzi et al., 2021). Transformational Leadership Theory assumes that heads of schools can influence subordinates to feel trusted, motivated, admired, loyal and respected. It is ultimately that the theory was useful to the study as it classifies how heads of schools can be involved in warning and reprimanding of teachers aiming to manage the occurrence of teachers' professional misconduct in the school environment.

LITERATURE REVIEW

Warnings and reprimands are administrative disciplinary strategies mostly applied by heads of schools on managing teachers' professional misconduct. However, when teachers' misconduct becomes severe heads of schools are acknowledged by the TSC to report the misconduct to higher authorities for further actions (Sung et al., 2020). This illustrates that heads of schools use warnings and reprimands when the behaviours of the teachers are not severely occurring.

During the review of related studies on the heads of schools' application of warnings and reprimands strategies on the management of teachers' professional misconducts it was found that most of the studies did not consider the application of warnings and reprimands on the management

of professional misbehaviours. For instance, the study by Garritse and Duvivier (2021) on Disciplinary complaints concerning transgressive behaviour by healthcare professionals in Netherlands found out that the complaints of sexual misconduct were subjected to formal warning and reprimands by the administrators. This is similar to the study by Apgar (2018) in UK who reported that educators' ethical misconduct was sanctioned by giving warning as well as both private and public reprimands. Another study by Hrehorowics (2020) in Poland found that warnings and reprimands were regularly imposed as penalties to judges found with misconduct. This illustrates that warning and reprimands are used outside the field of education such law implementer. The studies in UK, Poland and Netherlands concentrated on the application of warning and reprimands to manage misbehaviours in healthcare, higher learning institutions and law implementers.

In Asia study by Chen et al., (2019) confirmed that if the employees fail to comply with the organizational rules and regulations, employers may subject the employees to disciplinary actions ranging from warning and reprimands to termination of the employment. Chai et al., (2021) also recommended for the use of warning and reprimands as disciplinary measures rather than terminating the employees without following any procedure of discipline. This indicates that warning and reprimands are the strategies used by organizations in most areas as the measures towards managing professional misconduct among the employees and particularly teachers.

In South Africa studies by Kubheka (2018) and Msosa (2020) reported that verbal reprimands, verbal warnings, written warnings and final written warnings were effective means of addressing absenteeism among teachers. Another study in South Africa by Makoelle and Du Plessis (2019) concurs with the study by Kubheka and Msosa that warnings and reprimands provided by the heads of schools to caution teachers with misconduct were found effective in reducing the rate of occurrence of teachers' misbehaviours. Contrary to the two studies Sung et al. (2020) provided that giving only warning and reprimands was useless in the managing of teachers' misconduct. This implies that some scholars do not agree with the use of warnings and reprimands while others suggested for its effectiveness in addressing teachers' misconduct. These findings imply that in some schools in South Africa warning and reprimands were used and made positive results while other schools the use of warning and reprimands had no impact to the management of teachers' professional misconduct.

In Nigeria Ajidahum (2021) conducted a study on Personnel management in university libraries in Ondo and Ekiti States. The study reported that warnings and reprimands are the most common sanctions imposed on the teachers who are found involved in professional misconduct by the school administrators. Akinrotimi (2021) also did a study on the critical professional misconduct of teachers in the educational system and way out in Nigeria and recommended that school administrators should give warnings and reprimands to the teachers when they have committed an act of misbehavior within the school environment. These findings coincide with those of Ekpe (2018) who contended that disciplinary measures which can be used by the HOSs to control the discipline of teachers include warnings and reprimand. The studies in Nigeria were basically

concentrated on the usage of the warnings and reprimands by the heads of schools in managing teachers' professional misconduct.

The study by Betweli (2020) in Tanzania revealed that warnings and reprimands were the most predominant strategies applied by the HOSs in managing teachers' professional misconduct in the school environment. These findings coincide with the study by Mwesiga and Kireti (2018) which reported that warning by letter and reprimanding were used by HOSs in early stages of managing teachers' professional misconduct before other measures being taken if the behaviour persists such as reporting to higher authorities for further disciplinary actions. Also, Basimwaki (2020) in Tanzania contended that heads of schools and district administrators use warning and reprimands to the teachers with moonlighting behaviours.

Generally, studies from UK, Poland, Netherlands, China, Malaysia, South Africa and Nigeria showed that warnings and reprimands are used as strategies by the HOSs and other organizational administrators as measures towards the management of misconduct. The persistent use of warnings and reprimands is evidently proving the existence professional misconduct within different organizations and schools in particular. However, in the Tanzanian context there is still limited literature on the assessment of the application of warnings and reprimands by HOSs in the management of teachers' professional misconduct. Since teachers' professional misconduct is still a problem in the Tanzanian context and particularly in Mara Region, the study intended to assess the application of warning and reprimands by heads of schools in managing teachers' professional misconduct in Mara Region.

RESEARCH METHODOLOGY

The study adopted a mixed method approach under which the convergent mixed research design was used for the purpose of supplementing quantitative and qualitative data sets (Creswell & Creswell, 2018; Creswell & Plano-Clark, 2018). Mara Region has a total of 220 public secondary schools in its entire 6 Districts. The sample for the study was 25 secondary schools in 5 Districts of Mara Region. A total sample of 468 respondents comprised of 300 students, 138 teachers, 25 heads of schools and 5 TSC officers. Stratified sampling, and simple random sampling techniques were used to draw the sample for the study. Information for this study was collected using questionnaires for teachers and students, interview schedule for heads of schools, interview guides for District TSC officers which was done face-to face and the documentary analysis guide in order to ensure triangulation of information.

Content and face validity of the instruments was determined by research experts and reliability of the questionnaire was tested by Cronbach Alpha technique. Trustworthiness of the qualitative data was ensured by triangulation and peer debriefing.

Descriptive and inferential statistics were used for quantitative data analysis. Summary of data were presented in frequencies and percentages through tables. Hypothesis was tested using independent sample t-test at 0.05 significance level. Qualitative data were analyzed by

transcription of data from interviews, direct quotations drawn and interpretation done according to the context of the study.

Head of schools' application of warning and reprimands on the management of teachers' professional misconduct

The question aimed at finding out the application of warning and reprimand strategy by heads of schools in managing professional misconduct among teachers. Data to answer this question were collected from teachers, heads of school, TCS officers as well as from the analysis of documents pertaining to teacher misconduct. Table 1 presents the responses from teachers about the application of warning and reprimands.

Table 1: Teachers Responses on Application of Reprimands by the Head of School

Statements	VLE %	LE %	ME %	HE %	VHE %	Mean score
i. Head of school warn teachers with misconduct	2.2	2.2	26.1	39.9	29.7	3.93
ii. Head of school uses proper language when warnings and reprimanding teachers	4.3	4.3	24.6	29	37.7	3.91
iii. Head of school provide warning and reprimand to teachers who engage with misconduct	2.9	3.6	24.6	45.7	23.2	3.83
iv. Head of school use warnings and reprimand properly to teachers who engage in misconduct	3.6	3.6	23.9	47.1	21.7	3.80
v. Warning and reprimands is active in the management of teachers' misconduct	2.9	5.8	27.5	38.4	25.4	3.78
vi. Head of school is fair in using warnings and reprimands to manage teachers' misconduct	6.5	4.3	27.5	37	24.6	3.69
vii. I consider the use of warnings and reprimands by the head of school to be an effective way of managing teachers' misconduct	7.2	5.1	25.4	37	25.4	3.68
viii. Head teachers warnings and reprimands make teachers free from misconduct	4.3	7.2	29	37	22.5	3.66
ix. Teachers who are given warnings and reprimands as a result of misconduct are free from misconduct	5.8	6.5	30.4	39.1	18.1	3.57
x. Reprimands and warnings by heads of schools threat teachers than making them to behave professionally	14.5	18.1	21.7	26.8	18.8	3.17
Average mean score						3.70

Source (Field data, 2021) Key: VLE= Very Low Extent, LE = Low Extent, ME = Moderate Extent, HE= High Extent, VHE = Very High Extent

Data in table 1 show that 39.9% and 29.7% of the teachers indicated that heads of schools warn teachers who misbehave at a high extent and very high extent respectively. Meanwhile, 45.7% and 23.2% of the teachers indicated the head of school to provide warning and reprimands to teachers

who engage in misconduct. The mean scores for the two statements were 3.93 and 3.83 out of five respectively. These mean scores imply that more teachers were positive on the statements concerning whether the heads of schools apply warnings and reprimands strategies in managing teachers professional misconduct. Such positivity is an indication that in many schools within Mara region, the school heads use warning and reprimands in managing teachers' professional misconduct. This was made more evident by the heads of schools during interviews whereby all the 22 heads of schools agreed to have warned and reprimanded misbehaving Teacher for the purpose of managing professional misconduct. Similar findings were reported by Terry (2020) in UK that teachers were subjected to warning and reprimands by their school administrators as a result of involved in alcoholism. This indicates to the current study that warnings and reprimands strategy is widely used in both developed countries and developing countries as in the case of UK and Tanzania.

Similarly, during the analysis of documents, it was revealed that in all the schools, there were records of warning letters by the heads of schools to the teachers who demonstrated professional misconduct. This implies that heads of schools in Mara region apply warning and reprimands to the teachers whom they find to have been involving with professional misbehaviours. The findings are in agreement with the findings by Srivastava and Haider (2021) who contended that in organizations warnings and reprimands are used to uphold the discipline and appropriate behaviours of the teachers. This indicates that warnings and reprimands are widely used strategies by the heads of schools to make sure that teachers' discipline is maintained within the school environment.

During the interviews with TSC officers, it was also revealed that warning and reprimands are highly used in secondary schools. For instance one TSC officer from district "E" put out that: *Sometimes the school environment can force the head of school to give warning and reprimand to teachers without reporting to higher authorities (Personal interview with TSC officer, 18th October, 2021).* Responses from this officer indicate that higher authorities recognize the power of heads of schools to warn and reprimand teachers who are engaged in misconduct though heads of schools occasionally report the cases to the TSC officers as they are required to.

Additionally, another TSC officer from district "C" said that: *Heads of schools have been using warnings and reprimand as a strategy to manage teachers' misconduct (Personal interview with TSC officer 11th October, 2021).* The responses from this TSC officer show that heads of schools use warnings and reprimands as they are authorized by the government aiming to maintain teachers conduct at the school environment.

The same findings in Tanzanian context were observed by Betweli (2020) who found out that all the head teachers frequently use warnings and reprimands in managing teachers' professional misconduct. These findings also concur with the study by Ndung'u (2017) in Kenya which informed the current study that heads of schools use warning and reprimands in the form of written and oral to teachers who misbehave in the school environment. The agreement between data from different sources as well as the agreement between findings in this study and previous studies in

Tanzanian and Kenya context signifies that warning and reprimands are frequently used by head teachers to manage teachers' professional misconduct in East African countries such as Kenya, Tanzania and particularly in Mara region.

Concerning weather warning and reprimand strategy is properly implemented in secondary schools in Mara region, 24.6% of the teachers indicated that the heads of schools to a very large extent is fair for them in using warning and reprimand to manage teachers professional misconduct. On the same item, 37% of the teachers indicated the heads of schools to a large extent to be fair in using warning and reprimands. Moreover, 47.1% and 21.7% of the teachers indicated that the head of school uses warning and reprimand properly to a large extent. Additionally, 37.7% and 29% of the teachers indicated that the head of school used proper language when warning and reprimanding teachers. The mean scores for the three statements were 3.69, 3.80 and 3.91 respectively. These mean scores indicate that more teachers were positive about how proper the heads of schools used warning and reprimands in managing teachers' professional misconduct. These findings imply that to a large extent heads of schools in Mara region use warning and reprimands properly. These findings reflect what is explained by Utilitarianism Theory that was proposed by Benthan (1789) which confirmed that morality or immorality of an action relies solely on its consequences. The use of warning and reprimands by the heads of schools is a chance used to before the consequences that teachers will be faced with after being involved in professional misconduct.

The findings are also in line with those of Turnadi et al. (2021) in Indonesia who found out that teachers were given warning and reprimands when they don't finish their tasks and fail to go to school without permission. In UK educators' ethical misconduct were sanctioned by giving warning and both private and public reprimands (Apgar, 2018). This indicates that warning and reprimands are used in both developed countries and developing countries as it is a proper strategy that manages teachers' professional misconduct.

Contradicting responses were given by TSC officer from district "B" who contrary put forward that:

Heads of schools have not been fair in giving warning and reprimands to the teachers. In some schools heads of school are favoring the teams that support their interests.... frankly speaking our officers have not given HOSs enough knowledge on how to deal with teachers' professional misconduct. (*Personal interview with TSC officer 6th October, 2021*). Responses from the particular TSC officer indicate that, even though warning and reprimands were used by heads of schools but some heads of schools were not fair at all to the teachers during its application as they favour some teachers. Similar information was also reported by another TSC officer from district "A" who said that: *Some heads of schools do give warning and reprimands to teachers without giving the teachers chances to explain the reasons why a particular misconduct has been committed by the teacher. (Personal interview with TSC officer 6th October, 2021).*

The responses from the TSC officer show that heads of schools do not give teachers chances of expressing themselves as per particular misbehavior. This indicates inappropriateness in the implementation of warning and reprimands strategy in managing teachers' professional

misconduct. Similar findings were reported in Turkey by Setiawan et al. (2021) that heads of schools were incompetent due to their nature of not giving teachers' freedom to express themselves. The mismatch of the findings might be attributed to lack of the awareness among heads of schools on how to address teachers' professional misconduct in the school environment. Thereafter, teachers were requested to give their views on heads of schools warning and reprimands towards the management of teachers' professional misconduct. Teachers who responded to this question were 138 and their responses are summarized in table 2.

Table 2: Teachers' Views on Heads of Schools Warning and Reprimands on The Management of Teachers' Professional Misconduct (n=138)

Responses	Frequency (f)	Percentage (%)
The strategy is very fair	17	12.32
The strategy is very effective	55	39.86
The strategy is not properly implemented	66	47.83

Table 2 shows that 47.83% of the teachers who responded to the question concerning their views on HOSs warnings and reprimands on the management of teachers' professional misconduct. This implies that teachers regarded the implementation of warnings and reprimands by heads of schools were not properly done. This might be due to lack of fairness and favouritism among the heads of schools during the process of warning of teachers with misbehaviours. This is supported by Owan, and Ekpe (2019) who did a study in Nigeria and established that heads of schools use warning and reprimands to threaten teachers in the school environment. Similar findings were also reported in Zambia by Sichilima and Chipindi (2020) that some teachers were found to be threatened by heads of schools due to personal conflicts in the school environment. Based on the findings reported in Nigeria and Zambia, it can be seen that heads of schools in some African countries do not implement warnings and reprimands properly in managing teachers' professional misconduct rather they use warnings and reprimands as a tool for threatening teachers. The study by Amos et al. (2022) also put forward that teachers are highly complaining on less involvement on the matters relating to their concerns by HOSs. Moreover, 12.32% and 39.86% of the teachers viewed HOSs warning and reprimands strategy as fair during their implementation. Such responses from teachers indicate that heads of schools use warnings and reprimands as a strategy to manage teachers' professional misconduct but, in some schools in Mara heads of schools were unfair and ineffective. These findings are similar with those confirmed by Daniel and Sapo (2020) that in Ethiopia warnings and reprimands was introduced by the TSD to deal with teachers' professional misconduct and was effectively implemented by the school administrators. This implies that warnings and reprimands as strategies are use in different countries of Africa as seen in Ethiopia and Tanzania in particular.

The researcher further tested a Null hypothesis to determine whether effectiveness of warning and reprimand towards managing teachers' professional misconduct depends on its level of implementation. To achieve this, an independent samples t-test was run at 95% confidence level.

Null hypothesis

There is no significant relationship between the level of implementing warning and reprimand strategy and managing of teachers' professional misconduct.

Assumptions

1. The dependent variable is measured on a continuous scale.
2. The independent variable consists of two categorical, independent groups.
3. Independent observations are made.
4. There are no significant outliers.
5. The samples are drawn from a normally distributed population.
6. There is homogeneity of variances.

Decision Rules

1. If the p-value is less than the significance level (0.05), the null hypothesis would be rejected.
2. If the p-value is greater than the significance level (0.05), the null hypothesis would not be rejected.

The results of descriptive and inferential statistical analysis are presented in tables 3.1 and 3.2 respectively.

Table 3: 1 Descriptive statistics for null hypothesis

	Level of implementation	N	Mean	Std. Deviation	Std. Error Mean
Mean score	well implemented	72	3.69	.959	.113
	not well implemented	66	3.33	.997	.123

Source (field data, 2021)

Data in table 3 show that the mean score for effectiveness of managing teachers' professional misconduct was higher in the schools where warnings and reprimands was well implemented (3.39) than in the schools where the strategy was found not to be well implemented (3.33). To find out whether the observed difference in the mean scores was significant, hypothesis was further run and the results are summarized in table 3.2.

T**Table 3.2: t-test for hypothesis**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.
Equal variances assumed		0.274	0.601	2.168	136	0.032
Equal variances not assumed				2.164	133.841	0.032

Source (field data, 2021)

Data in table 3.2 show that $t(136) = 2.168$ and $p\text{-value} = 0.032$. Since the p-value (0.032) was less than the significant level (0.032), the null hypothesis was rejected. This means that there was a significant relationship between the level of implementing warning and reprimand strategy and

management of teachers' professional misconduct. Thus, in the schools where warnings and reprimands strategy was well applied, there was a higher level of managing teachers' professional misconduct than in the schools where warnings and reprimands strategy was not well applied. This implies that when warnings and reprimands are effectively applied they utmost to manage the teachers' professional misconduct in schools. The findings concur with the study by Basimwaki (2020) in Tanzania which reported that warnings and reprimands are effective means to decrease moonlighting behaviours among teachers. This was supported by Kubheka (2018) in a study done in South Africa that verbal reprimands, verbal warning as well written warning are effective measures of addressing absenteeism among teachers. This indicates that warnings and reprimands as a strategy to manage teachers' professional misconduct is widely used in different countries of Africa as it has been reported in South Africa and Tanzania.

CONCLUSION

Based on the findings the study concluded that:

Warnings and reprimands as strategies are used by heads of schools in public secondary schools in Mara Region. The study indicated that every head of school uses warnings and reprimands to the teachers whom are involving with professional misconduct.

Warnings and reprimands is an effective strategy in managing teachers' professional misconduct among public secondary schools in Mara Region. The study indicates that schools where warnings and reprimands was used it resulted positively in addressing teachers professional misconduct.

Heads of schools were found not to apply properly warnings and reprimands when addressing teachers' professional misconduct among public secondary schools. The study indicated that some heads of schools were not fair and favored some teachers in giving warnings and reprimands.

Despite improper implementation of warning and reprimands by heads of schools the results from hypothesis testing indicated a significant relationship between the level of implementing warning and reprimand strategy and management of teachers' professional misconduct as the null hypothesis was rejected ($p < 0.05$). Thus, in the schools where warnings and reprimands strategies were well implemented, there was a higher level of managing teachers' professional misconduct than in the schools where warning and reprimands strategy was not well implemented.

Recommendations

The government under the TSC department should give education to the heads of schools on proper ways of implementing the usage of warnings and reprimands to the teachers when issuing warning and reprimands.

Recommendation for further study:

Effectiveness of teachers' warnings and reprimands to the pupils' discipline in public primary schools.

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