

Implementation of Guidance and Counseling Services by Heads of Schools On Managing Professional Misconduct Among Public Secondary School Teachers in Mara Region Tanzania

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ABSTRACT: *This study assessed the implementation of guidance and counseling services 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 high rate of teachers' professional misconduct and the application of guidance and counseling in managing teachers' professional misconduct, and there was a need of assessing the implementation of guidance and counseling and find the way it can be properly used to manage teachers' misbehaviours in the school environment. The study was guided by Transformation Leadership Theory which guides the HOSs to use different strategies in managing of teachers including guidance and counseling. This mixed method study adopted the convergent mixed research design whereby quantitative and qualitative data sets were collected simultaneously. The target population involved students, teachers, heads of schools and the 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 information. The collected data were analyzed by descriptive statistics and inferentially using Chi-square technique. Tables, narrations and direct quotations were used to present the study findings. The study concluded that guidance and counseling was not properly implemented due to lack of guidance and counseling committee and lack of professionals dealing with teachers' misconduct. However, the findings also indicated that there was a significant relationship between the application of guidance and counseling strategy and teachers' professional misconduct management. The study recommended that the government should provide a specific policy that will give the guidelines for the formation guidance and counseling committee specific for teachers. Also, the government should employ teacher-counselors whom are knowledgeable and skillful with guidance and counseling parameters.*

KEYWORDS: guidance and counseling services, teachers' professional misconduct transformational leadership theory and heads of schools (HOSs).

INTRODUCTION

Education is generally regarded as a means to better life and the uplifting of the society at large (Sharipov, 2020). Therefore, education is seen as an effective instrument for social, economic and political transformation for any nation which has automatically pushed a lot of responsibilities on teachers who are the major operators of any education system (Alam et al., 2020). It is therefore not an exaggeration that the professionalization of teaching and making the teacher the center of educational reform in the world, will enhance teachers' efficiency, productivity, professional practice and reduce the systemic problems in the educational sector (Umrzokova & Pardaeva, 2020). Making the teacher to the center of educational reform is due to the fact that teachers are the main implementers of the curriculum

In Tanzania the provision of quality education has been one of the Tanzania's ultimate goals (URT, 1995). Quality education is seen as a facilitator for creation of a well-educated nation towards the year 2025 (Ministry of Education Culture, 2000). Realization of this goal however, is vibrantly dependent upon the quality of serving teachers which does not simply refer to academic qualifications and training status alone, rather it encompasses the commitment and professional conduct as well which changes depending on the nature of the organization (Yu et al., 2021). The fact that teachers are entrusted with most valuable resources, children, they are expected to promote and maintain highest standard of professional conduct in all situations for better execution of their duties and realization of teaching and learning goals (Hartiwi et al., 2020). Teachers' professional misconduct either within or outside school environments has had greatest and life-long impacts in the moral upbringing of the children, the profession itself, and the nation as a whole (Soeung, 2021). The moral impact to the nation is because teachers are involving in the nurturing of the young generation from their early growth to their age of maturing.

The prevalent of teachers' misconduct is global concern whereby literature increasingly indicates that teachers and educators in various developing and developed countries are implicated in different professional misconducts such as corruption, truancy, lateness, alcoholism, financial management, teachers' moonlighting, verbal abuse, sexual immorality, drug abuse, private tuition, improper dressing, theft, examination fraud as well as abuse and violent behaviors, (Mfaume & Bilinga, 2017; Fussy, 2018; Betweli, 2020, Maisha, 2020; Garaba, 2021). In European countries cases of teachers' professional misconduct have been witnessed. For example in Turkey and Germany, the studies by Kiziltepe et al. (2020); Soeung, (2021); Kocturk and Yuksel (2018) unveiled the prevalence of teachers' professional misconduct such as teachers' violence, selling of examinations to the students, deception and taking videos or photographs with sexual abuse.

In North America and South America, incidents of teachers' misbehaviours were reported by Alkurdi and Alghazo, (2021); Hershberger, (2021) at which teacher were found of indolence, incompetence, and lack of interpersonal communication skills, and lack of both procedural and teaching skills which led to the students' decrease of learning motivation.

Similarly, studies in West Africa show the prevalence of teachers' professional misconduct as indicated by Onoyase (2018), Ullah(2021),Nnorom and Ezenwagu (2020), Asiyai, (2017) and Echegaray et al. (2020) that absenteeism, poor quality of teaching and sexual harassment were common among the teachers. In Kenya and Uganda teachers have been found of involving in teachers' professional misconduct. For instance, Mwebei et al. (2017) and Karppinen et al. (2021) reported high rate of teachers' absenteeism in Kenya. Students experienced teacher-inflicted physical violence on an almost weekly basis and high rate of absenteeism in Uganda (Wilke et al., 2021; Sekiwu et al., 2020; Ibwongo & Komakech, 2021). The prevailing of teachers' professional misconduct has ultimately lowered the provision of quality of education in West and East African education systems.

As a result of the prevalence and impact of teachers' professional misconduct in schools, different countries have put in place through their education policies, the strategies to alleviate the impact of teachers' professional misconduct in the accomplishment of educational goals (Betweli, 2020). The role of heads of schools on managing teachers' and students' behaviours, in particular, has been recognized by several countries. Different countries have established some strategies and their implementation to ensure the heads of schools' are effectively in fulfilling their day-to-day responsibilities. Such strategies range from the pre-service preparation (training), appointment (recruitment), and in-service training (Masiaga, 2017).

Many literatures highlight that heads of schools implement several different strategies in dealing with problems related to teachers' professional misconduct at school environments including the use of guidance counseling practices (Gnanarajan et al., 2020). Attendance register and regular checking of teachers' folio records such as lesson plans, the scheme of works, have been noted as among the widely used strategies by most heads of schools to mitigate teachers' absenteeism, lateness and commitment to work (Betweli, 2020). Furthermore, warning and reprimand in both verbal and written forms as well as guidance and counseling are used by most of the heads of schools and other education administrators to handle different types of teachers' misconducts regardless of their types or forms (Ndung'u, 2017; Chegbu et al., 2020).

Guidance and counseling strategy has been acknowledged by researchers as one of the strategy that is to be applied by heads of schools in managing teachers' professional misconduct at the school environment (Chigbu et al., 2021). Lack of guidance and counseling skills among heads of schools as well as the inadequate number of counselors in secondary schools might be among the reasons for the occurrence of teachers' professional misconduct within the school environments (Jacob & Owobamigbe, 2021; Gudyanga et al., 2019). On the other hand Betweli, (2020) and Hogan, (2019) opines that heads of schools need to make use of guidance and counseling as well as other strategies early before the misconduct bring significant effects.

Despite the usability of the guidance and counseling by heads of schools in managing teachers' professional misconduct in the school environment, still literature have been increasingly reporting the high rate of teachers' professional misconduct in schools which regardless of the application

of guidance and counseling (Chigbu et al., 2021). For instance, Hearne et al. (2016) in Ireland reported that the time allocated for guidance and counseling by heads of schools was so minimal that counseling services had consequently become minimal. Similarly, Alotaibi et al. (2020) showed that heads of schools in Saudi Arabia did not support the guidance and counseling services because they believed that teachers whom were counselors did not work hard to achieve the goals of guidance counseling. In Zambia the study by Chilonga and Daka (2021) revealed that organizations have a role to play in the fight against sexual harassment and this can be done by proper implementation of guidance and give direction to teachers so that they work in accordance with the provisions of the law as designated in the code of ethics and general orders, which is apparently lacking in some schools. Wadesango et al. (2015) also pointed that only few schools in Zimbabwe implemented guidance and counseling due to lack of knowledge and skills among the school counselors. In South Africa the study by Biyela (2019) unveiled that heads of schools were perceived as implementing guidance and counseling in directing or channeling educators towards gaining confidence to manage the process of teaching and learning in a large class and not towards managing teachers misbehaviours. Therefore, this study aimed at assessing the implementation of guidance and counseling services by heads of schools on managing professional misconduct among public secondary school teachers in Mara region.

Statement of the Problem

Whereas guidance and counseling in schools has been recommended as an intervention measure for improving social and academic maladjustments in the school environment, research findings indicated that it still remains a challenge in its successful (Asenahabi, 2019). This has been proved by the massive teachers' professional misconduct in public secondary schools as reported by (Maisha, 2020; Ndibalema, 2019; Betweli, 2020; Chigbu et al., 2021). The prevalence of misconduct among teachers' in the school environment has brought a debate among the educational stakeholders and non-educational stakeholders' on the roles of heads of schools in implementing guidance and counseling on the management of teachers' misbehaviours within the school environment. However, most of the studies done on the use of guidance and counseling services were majorly addressing students misbehaviours and few concentrated on quality, effectiveness, role and the challenges facing guidance and counseling to teachers (Suleiman, 2018; Zuberi, 2020; Kazimoto, 2020; Minga, 2020). Therefore, this study assessed the implementation of heads of schools' guidance and counseling 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 as follows:

Research question: How do heads of schools' guidance and counseling services contribute to the management of teachers' professional misconduct among public secondary schools in Mara region?

Research hypothesis: There is a significant relationship between head of schools' application of guidance and counseling services and teachers' professional misconduct management.

Theoretical Framework

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

The goal of the theory of transformational Burns is to increase the value of the moral and motivation of followers to the extent subordinated can think about contributions to the organization. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and also organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. These are to be achieved through four components given by Burns; idealized influence, inspirational motivation and intellectual stimulation ((Fauzi et al., 2021). Since 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 helpful to the study as it identify how heads of schools can involve in guiding and counseling of teachers aiming to manage the occurrence of teachers' professional misconduct in the school environment.

LITERATURE REVIEW

Guidance and Counseling are among the heads of schools services to teachers and students at the school environment. The aim of guidance and counseling is to develop, assess and improve educational programmes, enhance teaching and improve the conduct and competence of the teacher and reduce the cost for the students (Atsuwe & Achegbulu, 2018).

A number of scholars have researched on the heads of schools guidance and counseling services on the management of teachers' professional misconduct, for instance the study by Oztabak (2018) on examination of the perception on the views of the pre-school teachers about school counselors in Turkey. The study found out that had positive perceptions about the school guidance and counseling as they perceive the service to be helpful and supportive towards managing disciplinary cases among and students. This is supported by Chigbu et al. (2021) who did a study in Nigeria and confirmed that guidance and counseling services are beneficial in creating good moral and ethical conduct in students and teachers.

In UK the study by Bull et al. (2021) on discrimination in the complaints process; introducing the sector guidance to address staff sexual misconduct in UK higher education. The study unveiled that, school management should involve in guidance and counseling in higher learning institutions as the strategy to manage misconduct within the teaching profession. In line with that, study by Mulenga and Makuba (2018) in Zambia contended that it is a mandatory for all schools to have guidance and counseling committee. The study findings by Bull et al. (2021), Mulenga and

Makuba (2018) reflect what is explained by Transformational Leadership theory founded by Burns (1978) through its dimension of inspirational motivation which elucidate that head of school is expected to have good relationship develops ways of motivating teachers and creating conducive school environment. This is indicating that the head of school is supposed motivate and create good relationship with teachers through guidance and counseling aiming to achieve the school goals and abstain teachers from misconduct. In contrary with that, the study by Chilonga and Daka (2021) opined that some organizations in Zambia were lacking guidance and counseling services as the heads of schools could not be able to form guidance and counseling committee which could be used to fight sexual harassment in the school environment.

In Tanzania the study by Kazimoto (2020) revealed that guidance and counseling services in both public and private secondary schools were not effective due to deficiency of qualified teacher-counselors and facilities. Ndumbaro (2020) also reported that guidance and counseling services were done without film which could not let it meet its goals in the schools. Similar findings were also observed by Gundyanga et al. (2019) and Betweli (2020) who confirmed that lack of counselors is a limiting factor for effective application of guidance and counseling services. In contrary to that, the study by Zuberi (2020) established that the use guidance and counseling services as effective means in shaping of the discipline at the school.

The literatures detailed the beneficial of having guidance and counseling within the school environment that maintain discipline among teachers and students. Also, studies have indicated the role of management in the participation of guidance and counseling in both secondary schools and higher education. On top of that, effectiveness of the school guidance and counseling services in shaping the behaviours at the school compounds. Other studies have also indicated constrains facing guidance and counseling services in the school such as lack of skilled counselors and inadequate facilities. Therefore, the current study sought to assess the implementation of heads of schools' guidance and counseling services on the management of teachers' professional misconduct among public secondary schools in Mara region.

RESEARCH METHODOLOGY

This study adopted a mixed method approach under which the convergent mixed research design was used for the purpose of complementing quantitative and qualitative data sets (Creswell & Creswell, 2018; Creswell & Plano-Clark, 2018). The region has 220 public secondary schools in its entire 6 District. 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, in-depth interview guides for District TSC officers which was done face-to face and the documentary analysis guide in order to ensure triangulation of the various responses.

Content and face validity of the instruments was determined by research experts and reliability of the questionnaire was tested by Cronbach Alpha technique. Cronbach Alpha coefficient of 0.943 was obtained from the Likert scale in the teachers' questionnaire. 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 Chi-square test for independence 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.

FINDINGS AND DISCUSSIONS

The research question intended to assess the implementation of heads of schools' guidance and counselling services and its contribution to the management of teachers' professional misconduct among public secondary schools in Mara Region. This question was answered by teachers, heads of schools and the District TSC officers whom were considered important in giving the true picture of the state of affairs in relation to guidance and counselling services in schools. Moreover, their views were considered important on how guidance and counselling contribute to the management of misbehaviours among teachers in the school environment.

Heads of Schools' Guidance and Counseling Services on Management of Teachers' Professional Misconduct

The research question aimed at assessing how the implementation of guidance and counseling practices by heads of schools contribute to the management of teachers' professional misconduct in secondary schools in Mara Region. Information to answer this question was collected from teachers, head of schools and the District TSC officers. Through their questionnaires, teachers were provided with statements concerning the application of guidance and counseling services which they were requested to indicate their agreement or disagreement to the statements. The responses are summarized and presented in Table 1

Table 1: Teachers' Responses on Head of School's Application of Guidance and Counseling Strategy (n = 138)

Statements	SD%	D%	UD%	A%	SA%	Mean score
i.The head of school participate in school guidance and counseling committee	15.2	8.7	5.1	34.8	36.2	3.68
i.The head of school's guidance and counseling committee contribute to teachers' conduct	10.9	10.9	6.5	42.8	29	3.68
i.The head of school's guidance and counseling committee is active in your school	13.8	10.1	7.2	37.7	31.2	3.62
/.Head of school's guidance and counseling committee contribute to manage teachers' misconduct	10.9	13.8	7.2	44.2	23.9	3.57
/.Heads of schools' guidance and counseling committee has helped in maintaining professional conduct of teachers at this school	12.3	11.6	10.1	41.3	24.6	3.54
i.The school is having guidance and counseling committee to teachers	17.4	10.1	2.9	41.3	28.3	3.53
i.The head of schools' guidance and counseling committee is friendly in making decisions about teachers' professional misconduct	15.9	7.2	10.1	47.8	18.8	3.46
i.Head of school's guidance and counseling is fair in manage teachers' misconduct	15.9	11.6	10.1	41.3	21	3.40
/.The head of schools' guidance and counseling committee involve guidance and counseling professionals	19.6	17.4	11.6	34.1	17.4	3.12
/.Teachers who were taken to head of school's guidance and counseling committee do not commit misconduct	20.3	19.6	13	34.1	13	3.00
General mean score						3.46

Source (field data, 2021)

Key: SA = strongly agree, A = agree, UD = undecided, D = disagree, SD = strongly disagree

Data in table 1 show that 34.8% and 36.2% of the teachers agreed and strongly agreed respectively on the statement that heads of schools participate in school guidance and counseling. This implies that more teachers were positive on the statement as the mean score (3.68) was higher than the neutral point (3.00). Their responses indicated that many heads of schools in Mara region participate in guidance and counseling services when managing teachers' professional misconduct

in their respective schools. Management involvement in guidance and counseling has also been recommended in higher learning institutions in the UK as one of the strategies to manage misconduct within the teaching profession (Bull et al., 2020). As long as the head of school oversees all the school activities, he is expected to provide professional guidance whenever misbehavior is observed (Kateregga et al., 2021).

Guidance and counseling orients teachers to the school culture and introduces them to the norms of the teaching profession and therefore, heads of schools who engage in guidance and counseling services are in a better position of managing misbehavior among their teachers. These findings relate to what is suggested by Transformational theory propounded by Burns (1978) through the idealized influence component which illustrates that the head of school should demonstrate integrity and moral commitment of the teachers and hence avoid unethical shortcuts. This is indicating that the head of school is supposed to act as the role model to teachers and participate in guidance and counseling aiming to nature the teachers in terms of professional conduct.

Results in Table 1 also show that 42.8% and 29.0% of the teachers agreed and strongly agreed with the statement that the head of school guidance and counseling committee contribute to teachers' professional conduct respectively. This implies that teachers were positive on the contribution of guidance and counseling committee towards enhancing teachers' professional conduct as the mean score was above the midpoint (3.68). Their responses indicate that teachers believe in the application of guidance and counseling committee towards managing misconduct among teachers.

Having a counseling and guidance committee is seen as an essential means towards enhancing professionalism among staff and students in schools. This is why in countries like Zambia it is mandatory for all schools to have a counseling committee (Mulenga & Makuba, 2018). Similar findings were reported in Turkey by Öztürk (2018) who found out that teachers have positive perceptions about guidance and counseling as they perceive the service to be helpful and supportive towards managing disciplinary cases among teachers and students. A study by Chigbu et al. (2021) in Nigeria also added that guidance and counseling services are beneficial in creating good moral and ethical conduct in students and teachers. This informed the study that in Tanzania, heads of schools' guidance and counseling is considered as much important as in other countries in Europe and Africa as shown by the studies from Turkey, Zambia and Nigeria.

In determining whether the head of school guidance and counseling committee involves guidance and counseling professionals, 34.1% and 17.4% of the teachers agreed and strongly agreed on the statement respectively. On the other hand 19.6% and 17.4% of the teachers strongly disagreed and disagreed on the same statement that heads of schools guidance and counseling committee involve guidance and counseling professionals respectively. The average mean score for the statement was 3.12 indicating that there were more teachers on the agreement position than on the disagreement one. These findings indicate that some teachers who are involved in the guidance and counseling committee have the guidance and counseling skills while some members do not have such skills.

The findings concurred with what was revealed during an interview by one of the TSC officer from district “A” who said: *There are no professional counselors in the schools, what is mostly done is the use of more experienced teachers who are appointed by the head of school to be involved in the guidance and counseling committee. (Personal interview with TSC officer 6th October, 2021)*

Another TSC officer from district “C” claimed that:

Heads of schools are doing guidance and counseling on rare occasions. This is not perfect because heads of schools have no skills that are to be employed in providing guidance and counseling services. However, they are just given the power of giving guidance and counseling to teachers by the TSC due to their leadership position in the school. (Personal interview with TSC officer 11th October, 2021)

TSC officer “D” also pointed out that:

Heads of schools are doing guidance and counseling though, they need to be educated on how to give guidance and counseling services to that teachers....you know heads of schools in some schools are providing guidance and counseling to the teachers that favours their interest at the school, and this is due to lack of knowledge and skills based on guidance and counseling. (Personal interview with TSC officer 13th October, 2021).

The information from the interviews by the District TSC officers suggest that heads of schools are conducting guidance and counseling without knowledge and skills on how to provide such services to the teachers. Lack of skills and professional counselors in the committees might account for failure of some teachers to consider application of such services hence less effective and lack of fairness towards managing teachers’ professional misconduct. This implies that guidance and counseling services is done with unprofessional teachers and it is based on favouritism. The findings are in agreement with Gudyanga et al. (2019) and Betweli, (2020) who observed lack of professional counselors is a limiting factor for effective application of guidance and counseling services. These findings reflect what is proposed during the recommendations attributed by Mbilinyi et al. (2021) that secondary school teachers should be equipped with adequate counseling knowledge and skills to enhance their perceived self-efficacy in handling diverse school counselors’ roles. These findings indicate that some of the developing countries in Africa are suffering from lack of guidance and counseling experts in secondary schools as it illustrated in Zimbabwe, Uganda and Tanzania in particular.

The general mean score for teachers’ responses to the Likert scale was 3.46. This score was higher than the neutral score (3.00) indicating that teachers were generally positive about the contribution of heads of schools’ guidance and counseling committee on managing professional misconduct among teachers. However, since no mean score across all the ten statements reached 4.0, this implies that though the strategy is perceived by teachers to be working, still there are problems which hinder its effective implementation. Lack of guidance and counseling skills among heads of schools might also contribute to such problems as reported by previous researchers (Jacob &

Owobamigbe, 2021; Gudyanga et al., 2019). Despite these challenges, the application of guidance and counseling services in secondary schools is seen by teachers as a good strategy towards managing teachers' professional misconduct among teachers. Equipping heads of schools with skills to conduct guidance and counseling could help to improve its effectiveness and hence make it more relevant in the management of professional misconduct among teachers.

At the end of the Likert scale in the respondents were required to respond to one open ended item in the questionnaire. The respondents were requested to give their views on heads of schools' guidance and counseling services on managing teachers' professional misconduct. A total of one hundred and thirty eight (138) teachers responded to this question and their responses are summarized in table 2.

Table 2: Summary of Teachers Views about Head of School's Guidance and Counseling Services on Managing Teachers' Professional Misconduct (n = 138)

Response	Frequency (f)	Percentage (%)
The committee is doing very well	68	49.28
The school has no such a committee	21	15.22
The committee is not fair at all	24	17.39
The committee is not effective	25	18.12

Source (Field data, 2021)

Table 2 shows that 49.28% of the teachers who responded to the question regarding their views on head of school's guidance and counseling committee viewed the committee to be doing very well towards managing teachers' professional misconduct. On the contrally, 15.22% of the teachers indicated that in their schools there is no guidance and counseling committee. Moreover, 17.39% of the teachers viewed the guidance and counseling committee not to be fair and 18.12% of them viewed the committee not to be effective. Such varying responses from teachers indicate that in some schools within Mara region, heads of schools make use of guidance and counseling committee strategy to manage teachers' professional misconduct which in other schools such committees are not present at all. Additionally, in the schools where guidance and counseling committees are used, there are concerns of the committees to be either unfair or infective. This might be attributed to lack of national policy on the establishment and implementation of guidance and counseling committees in schools irrespective of the importance of such committees on managing misconduct among teachers.

In order to triangulate information collected from teachers, the researcher through the documentary analysis guide reviewed the guidance and counseling files and also interviewed heads of schools on how they make application of guidance and counseling committee in managing teachers' professional misconduct. During the review of the guidance and counseling files, the researcher was not able find a separate file for teachers with professional misconduct rather the file was labeled "students' file" in some secondary schools and in some schools the files were not labeled.

During the interviews, all the interviewed heads of schools acknowledged the presence of guidance and counseling services in their respective schools. However, in all the schools, there were no guidance and counseling committee established specifically to deal with matters related to teachers. Therefore, the same guidance and counseling unit was used for both students and teachers. Lack of a specific committee to deal with matters related to teachers may render the effectiveness of guidance and counseling services towards managing teacher's misconduct ineffectiveness. This is due to the fact that teachers being adult may need different treatments by the committee apart from what students may need. Therefore, the members of guidance and counseling committee for teachers need to have skills on how to talk and advise adults who are found with professional misconduct.

The researcher also interviewed heads of schools to get their views on the teachers' misconduct as well as cases which were reported to the guidance and counseling committee. Though not all the heads of schools acknowledged taking teachers to the guidance and counseling committee, the heads of schools indicated some of the cases as summarized in table 3. This was a multiple response question and therefore there was possibility for the heads of schools to mention more than one case.

Table 3: Head of Schools' Response on the Kinds of Cases Referred to the Guidance and Counseling Committee (n = 22)

Misconduct reported	Frequency (f)	Percentage (%)
Teacher absenteeism	18	75.0
Laziness and failure to complete tasks	17	70.8
Involvement in love affairs with students	13	54.2
Verbal abuse	9	37.5
Late coming to school	8	33.3
Drunkenness	5	20.8

Source (field data, 2021)

Data in Table 3 show that teacher absenteeism was rated to be the most common type of teacher misconduct which is reported to the guidance and counseling committee being identified by 75.0% of the heads of schools. This implies that teacher absenteeism is common in secondary schools within Mara Region and the heads of schools do make use of guidance and counseling committees to manage such behavior. Similar findings were reported by the TSC officer "A" who commented that: *In my District, the issue of absenteeism is very common and in most cases it is caused by teachers' drunkenness (Personal interview with TSC officer 4th October, 2021)*

Another TSC Officer "C" reported that:

...Mwalimu I cannot hide you, in my District teachers are mostly subjected to cases relating to absenteeism. Absenteeism is very common among teachers in our district though our office has been dealing with such cases and some teachers have been dismissed from work due to absenteeism.(Personal interview with TSC officer 11th October, 2021)

Similarly, TSC officer “E” maintained that:

In our District there are three forms of absenteeism which are common namely; (i) a teacher comes to school but does not teach his/her lessons, (ii) a teacher comes to school but leaves the school before the normal time without the permission from the school authority (iii) a teacher does not totally come to school. All these forms of absenteeism are there in our district and till now we are handling the case of a teachers’ absenteeism. (Personal interview with TSC officer 11th October, 2021)

Data from the interview by District TSC officers suggest that teachers were highly involved with absenteeism that was mostly associated with the drunkenness by the teachers. This implies that absenteeism is common among public secondary schools in Mara. This observation is similar to what was found out in Nigeria by Nzeako (2016) who found out that employees’ absenteeism is a major problem facing effective running of institutions. Another study by Muralidharan et al. (2017) confirmed that fiscal cost of US dollars 1.5 billion was associated with teachers’ absenteeism in India for one year due to salary cost of unauthorized teacher absence from school. Therefore, this calls for head of schools to use guidance and counseling strategy so as to combat teacher absenteeism. The application of guidance and counseling to mitigate teacher absenteeism has also proved effectiveness in other country including Kenya (Karppinen et al., 2021). This indicates that African countries experience the problem of teachers’ absenteeism like other countries as it is in India, Nigeria, Kenya and Tanzania.

Laziness and failure to complete tasks was also mentioned by a large percentage of heads of schools (70.83%) as being one of the common kinds of teacher misconduct reported to the guidance and counseling committees. This indicates that many head teachers experience cases of their teachers failing to complete some tasks required in the teaching profession. Such failure may lead to the school not achieving its intended goals. According to Okumu et al. (2019) the absence of mentoring in schools has caused some teachers to be lazy and hence negatively affect the teaching and learning process. Other reported cases as mentioned by the heads of schools included; involvement in love affairs with students, verbal abuse, drunkenness and reporting late to school. Generally, responses from heads of schools show that teacher misconduct is common in their schools and they make use of guidance and counseling committees in managing such kinds of misconduct. However, the application of such strategy is not so much effective as long as some heads of schools do not have the required skills to provide guidance and counseling (Betweli, 2020).

Though, many of teachers who participated in the current study had positive views on the application of guidance and counseling services towards managing teachers’ professional misconduct, some of them had negative views. This implies that some secondary school teachers in Mara Region are skeptical about the effectiveness of using guidance and counseling services towards managing teachers’ professional misconduct. When asked on whether teachers who had been sent to guidance and counseling committees are no longer engaged in misconducts, 20.3% of the teachers strongly disagreed, 19.6% disagreed and 13% were undecided. The mean score of

3.00 indicated that teachers were not sure whether teachers who had been sent to the guidance and counseling committees were no longer engaged in professional misconducts. These results suggest that some teachers who are sent to these committees do repeat the same or other kinds of misconduct while some of them become better teachers after attending the guidance and counseling committee.

By looking at the responses from all the categories of respondents, heads of schools make use of guidance and counseling services as a strategy in the management of teachers' professional misconduct. However, the implementation of guidance and counseling strategy is not so much effective due to lack of guidance and counseling knowledge and skills among heads of schools and the lack of specific guidance and counseling committee members to deal with matters related to teachers alone. This has resulted to lack of fairness during guidance and counseling services to teachers.

The researcher further tested a hypothesis to determine whether the application of guidance and counseling services by heads of schools contributes to the management of teachers' professional misconduct. Teachers' information through the Likert Scale were used to test the hypothesis by using Chi-square test run at 95% confidence level as described in the subsequent sections.

Null hypothesis

There is no significant relationship between the application of guidance and counseling services and teachers professional misconduct management.

Assumptions

1. The two variables are measured at an ordinal or nominal level
2. The two variables consist of two or more categorical, independent groups

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 hypothesis testing are presented in table 4.

Table 4: Results of Hypothesis Testing

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.056	12	.027
Likelihood Ratio	28.356	12	.005
N of Valid Cases	138		

Data from hypothesis testing show that $X^2(12) = 23.056$ and the p-value = 0.027. Since the p-value (0.027) is less than the significance level (0.05), the null hypothesis was rejected. These findings

indicate that there was a significant relationship between the application of guidance and counseling strategy and teachers' professional misconduct management. Therefore, the application was found to be significant in managing teachers' professional misconduct. In schools where the heads of schools used the strategy at a large extent, cases of teachers' professional misconduct were immunized. These findings are similar to what was observed in Zambia, Turkey and Nigeria whereby the application of guidance and counseling services was found to be an effective means of reducing disciplinary cases among teachers (Mulenga & Makuba, 2018; Öztapak , 2018; Chigbu et al., 2021). These findings imply that the application of guidance and counseling services is seen to be an effective means of managing teachers' professional misconduct in both developed and developing countries.

CONCLUSIONS

Based on the findings the study concluded that:

Guidance and counseling services to teachers with professional misconduct are offered in all the public secondary schools in Mara region. However, there are no specific committees to deal with teachers' professional misconduct but the same committee offers services to both teachers and students. This was evidenced by educational circular No: 11 of 2000 which allow the heads of schools to have guidance and counseling committee at the school that deals with matters relating to students. Lack of a specific committee to deal with teacher related matters may hinder the effectiveness of using guidance and counseling strategy as teachers may need to be treated differently from students.

Guidance and counseling services in secondary schools are faced by many constraints that make it not to achieve its goals. These include lack of knowledge and skills among heads of schools and teachers who are appointed as the school counselors.

Heads of schools guidance and counseling was found not to be implemented properly. The study indicated that sometimes the provision of guidance and counseling favours a particular group of teachers. This means that the process was not implemented fairly. Lastly, guidance and counseling services were perceived positively by the majority of the teachers to be the effective means in the management of teachers' professional misconduct.

Despite the constraints facing the implementation of guidance of counseling services to teachers with professional misconduct in public secondary schools, the application of this strategy has positive effects towards managing teachers' professional misconduct. This is because results from hypothesis testing indicated a significant relationship between the application of guidance and counseling services and management of teachers' professional misconduct as the null hypothesis was rejected ($p < 0.05$).

Recommendations

Based on the conclusions of the study, the researcher would like to put forward the following recommendations:

The government should provide a specific policy that will give the guidelines for the formation guidance and counseling committee specific for teachers. Also, the government should employ teacher-counselors whom are knowledgeable and skillful with guidance and counseling parameters.

Recommendation for further study

1. The role of guidance and counselling towards enhancing professional conduct among teacher trainees in universities and colleges.

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