

# The Influence of Indiscipline on Teacher's Attrition in Public Secondary Schools in Kilimanjaro and Manyara Regions, Tanzania

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## Abstract

This paper intended to assess the influence of indiscipline on teacher attrition in public secondary schools in Kilimanjaro and Manyara regions. Specifically, the paper aimed at examining the indiscipline cases that cause teachers' attrition; examine the frequency of cases on indiscipline issues; and the measures taken to address indiscipline cases. The paper was guided by motivation theory based on conduct for efficient management and administration of punishment to violators. The study employed cross section research design with mixed approaches. The sample size of the study was 140 respondents. Simple random and snow ball sampling was used to select in-service and teachers who left teaching respectively. Quantitative data were analysed using descriptive and binary logistic regression. The findings revealed that examination malpractices, student sex harassment and truancy influenced teacher attrition. Among the measures taken were: transfer, summary dismissal and reduction in salary that led to teachers quitting teaching. As for frequency of indiscipline cases among teachers, the study revealed the mean score of indiscipline as above 50 per cent which revealed that the variable influences teacher attrition. The study concludes that indiscipline cases influences teacher attrition. The study recommends to the President's Office Regional Administration and Local Government to improve teachers discipline by equipping Teacher Service Commission staff with all necessary inputs to supervise accordingly. School management should remind their staff on professional code of ethics, and the Government should execute the law number 3 of 1972 for teachers who engaged in indiscipline cases by imposing severe punishment to offenders.

**Key words:** Teacher's discipline, Teacher's indiscipline, Teacher attrition.

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## 1.0 Introduction

Discipline among teachers is important at any education institutions; that is why they are guided by code of ethics and conduct. According to Anangisye (2010) and Masekoameng (2010) most educators lack management skills suitable for today's democratic society and for ensuring discipline at schools. Teacher's discipline is among the key components in ensuring good working environment for enabling students' learning. According to Ingersoll et al. (2014) and Okumbe (1998), discipline is the action by the management to enforce organizational standards. Asare et al. (2012) and Mfaume (2012) define discipline as a means of bringing control, training to obedience and ordering or drilling.

Indiscipline among teachers compromises effective teaching, learning and administration of the school (Agih, 2013). Common indiscipline behaviour among teachers include; absenteeism from school and form classes, drunkenness, sexual harassment, misappropriation of school funds, desertion of duty, drug abuse, violation of teacher's dress code, theft, unethical communication among teachers, examination malpractices and illegal collection of funds from parents and students (Mfaume & Bilinga, 2016; Croasmum et al., 2007; Koontz & Weihrich, 2005).

some incidences of educators' sexual indiscipline such as sexual touching, request for sexual favour and unwelcome sexual advance have been revealed by students in various parts of the country the United States of America (Shakeshaft, 2004). Similarly, several problems related to teacher unethical practices have been reported in European countries (Boimanda, 2004). In Germany, some teachers are reported selling examination questions and

marks, selling front-row seats to students in large classes and forcing students to buy certain materials or additional materials to take private lessons (Chapman, 2002). In Asian countries, China and Bangladesh in particular, the rate of teacher indiscipline has been increasing tremendously. Teachers are reported to engage in selling examination papers or allowing someone else to take the examination for a certain candidate (Transparency International, 2007; Bray, 2003; Bray, 1999).

In Sub-Sahara Africa, countries experience problems of professional indiscipline among teachers and other educational administrators (Anangisye & Barrett, 2006). Teacher indiscipline and unprofessionalism, together with corruption among education administrators threatens to undermine the current initiatives of improving educational quality in many low-income countries including most of Sub-Saharan Africa (Anangisye & Barrett, 2006).

In Tanzania, the incidents of teacher indiscipline can be traced through various studies (Boimanda, 2004; Anangisye, 2006; Mfaume & Bilinga, 2016) unveil professional malpractices commonly practiced by teachers. These include immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination malpractice and sexual harassment. Similarly, mass media such as radios, televisions, and newspapers reveal several forms of misconduct committed by teachers in different parts of the country. Male teachers are accused of having sexual relationships with their female students (Kuleana, 1999).

The Ministry of Education and Vocational Training provides guidelines through Teachers Service Department (TSD) to ensure teachers abide by the code of ethics and abide by the rules and regulations. According to Mkumbo (2012), school rules and regulations are among the strategies designed to instil good conduct of teachers: this is in line with Public Service Act, 2002 and Regulations 2003 of the United Republic of Tanzania.

Some female teachers have personal relationship or affairs with school heads. Such teachers are not regular in school and in classes (Asare et al., 2012; Scarpa, 2005; Fafunwa, 2009). They use work hours for their personal businesses. Most

of them do not take active part in extra-curricular activities of the school and are not instructionally effective and efficient, that is attrition proxy.

The Tanzania legal framework has provided measures on indiscipline issues among the employees through Tanzania civil servant code of ethics stipulated in the Tanzania Standing Orders URT (2009); URT (2002), URT (2004) Tanzania Employment and Labour Relations Act (2004). Teachers were provided with the establishment of Teachers Service Commission to deal with any raised issues of unprofessional code of conduct. Measures to be taken upon teacher's misconduct were drawn from those laws provision and assessed on the applicability among teachers the extent they are applied and causing attrition.

Despite the efforts of eliminating indiscipline behaviours through formulation of professional codes of conducts to civil servants and measures taken against misconduct, community members still witness teachers engagement in indiscipline cases in secondary schools(URT, 2012). Attrition occurs when the teachers are caught and subjected to disciplinary action making some of them decide to quick teaching for fear of punishment. That is attrition proxy. Therefore this study aimed at assessing the influence of teacher's indiscipline on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions.

## **2.0 Research Methodology**

The study was conducted in Kilimanjaro and Manyara Regions. The regions were chosen based on the following reasons; the regions had severe indiscipline's cases which cause teacher leaving their working station for reasons other than retirement (URT, 2016). In addition, these regions are vulnerable to younger teachers (20-30 years) leaving teaching, and making teaching workload heavy. As a result, some of the teachers are unable to construct new examinations leading to administering past examinations to students (TSC, 2016).

The study was carried out in three districts of each region. The districts in Kilimanjaro Region were Rombo, Same and Hai, and in Manyara Region Mbulu, Babati and Hanang Districts were involved. The districts were obtained through

purposive sampling based on the number of public secondary schools in each district. According to Basic Education Statistics of public secondary schools, Rombo and Babati, Same, Hanang, Mbulu, and Hai Districts had 41, 36, 33, 30 and 29 public secondary schools respectively (URT, 2016).

The study adopted a cross-sectional research design by employing qualitative and quantitative strategies. Using a cross sectional study, information is collected on the entire study population at a single point of time which can encompass a broad scale of information. The target population of the study was 216 teachers. The sample size for the study was 140 respondents determined by the formula  $n = N / (1 + Ne^2)$  (Ryan, 2013): Whereby  $n$  stands for a number of respondents,  $N$  total population of the teachers, and  $e$  stands for the margin of error which is assumed to be 5 per cent. Out of 140 respondents, 70 were in-service teachers and the other 70 were teachers who left teaching. The in-service teachers were obtained by using simple a random sampling; in each district four schools were chosen based on the number of teachers, and in each school at least 5 respondents were selected using a rotary method. The teachers who left teaching were obtained through a snowball sampling. Two categories of teachers were used because the researcher wanted to interview those who are still in the profession and those who left the profession which brought about a true picture concerning attrition rather than concentrating only with the in-service teachers. The number of Teachers who left their stations was obtained through the statistic and logistic offices in the respective districts.

Data were collected using questionnaires administration for both categories of the respondents. However, telephone conversation was used for teachers who left teaching and for those who were not physically reached during data collection. Quantitative data especially socio-demographic characteristics were analysed using descriptive statistics such as frequency and percentages under the aid of Statistical Package for Social Sciences (SPSS) version 21. In examining the influence of indiscipline behaviour on teacher attrition, the binary logistic regression analysis was used. In measuring teacher's indiscipline eleven variables were placed in the list for the respondents to choose. The respondents were required to choose more than one variables.

The frequency of occurrence of indiscipline among teachers as a result of non-compliance with rules and regulations among teachers were assessed by providing items and respondents were assessed in term of their occurrence. Nine variables were measured with a minimum value of one (1) if an offence occurred and zero (0) if an offense did not occur. These indexes were aimed at measuring the extent of frequency to examine which item(s) had the most occurrence of indiscipline using binary logistic regression. Measures to be taken upon teacher's misconduct were drawn from the laws provision and assessed on the applicability among teachers to the extent they are applied and influences teacher attrition.

Qualitative data from two Zonal Educational Quality Assurance officers as key informants were obtained through face to face interviews. The interviews were conducted to assess the extent of teacher's indiscipline as it influences attrition by using an interview guide. The Zonal Educational Quality Assurance officers provided an in-depth data on the annual teacher attrition and reports on the actual number of teachers who left teaching as a result of indiscipline. The data were analysed thematically where information was grouped into themes and put in the appropriate themes to support and counter argue the qualitative data.

### **3.0 Findings and Discussion**

#### **3.1 Socio-demographic characteristics of respondents**

Teachers are part of the government employees, are the transmitters of knowledge to students and models to these students who imitate what their teachers as good citizens. In Tanzania, the incidents of teacher indiscipline have been reported. Teachers' professional malpractices include immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination malpractices, and sexual harassment to mention a few. Table 1 shows social demographic characteristics of 70 in-service teachers and 70 teachers who left teaching.

**Table 1:** Distribution of respondents by socio-demographic characteristics

| Items                    | Characteristics                   | In-service teachers (n=70) | Teacher who left teaching (n=70) |
|--------------------------|-----------------------------------|----------------------------|----------------------------------|
|                          |                                   | %                          | %                                |
| Age (Years)              | 20-30                             | 47.0                       | 40.0                             |
|                          | 31-40                             | 47.0                       | 54.3                             |
|                          | 41-50                             | 6.0                        | 5.7                              |
| Sex                      | Male                              | 51.5                       | 65.7                             |
|                          | Female                            | 48.5                       | 34.3                             |
| Marital status           | Married                           | 62.1                       | 59.3                             |
|                          | Unmarried                         | 37.9                       | 40.7                             |
| Family size              | Small family 1-2 children         | 49.3                       | 56.4                             |
|                          | Large family 3-5 children         | 50.7                       | 43.6                             |
| Education qualifications | Diploma in education              | 27.7                       | 17.1                             |
|                          | Bachelor in education             | 67.0                       | 75.7                             |
|                          | Postgraduate diploma in education | 9.0                        | 7.2                              |
|                          | Master in education               | 1.9                        | 0.0                              |
| Working experience       | 4 years                           | 75.8                       | 28.6                             |
|                          | 5 years                           | 24.2                       | 71.4                             |

### 3.1.1 Sex of the respondents

The descriptive statistics in Table 4 show that 65.7 per cent of all respondents who left teaching were males, energetic (at the age between 20 to 40 years) and are the holders of Diploma and Bachelor degree, and had a working experience of five years. This implies that teachers who left teaching were mostly males (92.8%) and qualified for teaching secondary schools. This was proved by binary logistic regression which revealed that education qualification characteristic had an influence on teacher attrition with indicated being statistically significant  $P < 0.043$  compared to their counterparts which are postgraduate diploma in education and master in education.

### **3.1.2 Age of the respondents**

The findings revealed that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings reveal that teachers aged 21-50 years are the ones leaving teaching which is statistically significant  $P < 0.006$  as a variable in the logistic regression. The finding suggests that most of the teachers might have quit the profession before retirement age. These findings concur with the findings in a study by Barnett et al. (2008), who reveal that most teachers are likely to quit the profession if they find the job unrewarding.

### **3.1.3 Marital status of the respondents**

The respondents were required to indicate marital status. The findings revealed that fifty seven (40.7%) of the respondents indicated not to have been married. The remaining 59.3 per cent those of teacher who left teaching indicated to have been married. This implies that there is statistically significant  $P < 0.000$  association between marital status and teacher attrition in the study area.

### **3.1.4 Working experience of the respondents**

The majority (71.4%) of the respondents who left teaching indicated that they had 5 years of teaching experience. On the other hand, 75.8 per cent of in-service teachers had 4 years' experience. These findings imply that the majority of the teachers, who are in the education system, are young and experienced teachers to some extent compared to those who had quit teaching profession presumably for other more rewarding jobs. These findings concur with the findings in a study by Futernick (2007) who revealed that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

### **3.1.5 Family size of the respondents**

Family size might influence teacher attrition in one way or another. The findings revealed that teachers with small family size of 1-2 children left teaching compared to in-service teachers. The finding implies that the possibility of teachers leaving teaching is associated with family size, the small the family size the higher the possibility for the teacher leaving teaching as it is very



easy for them to move from one station to another looking for job satisfaction which is proved statistically significant with  $P < 0.000$ .

### 3.2 The Influence of Teacher’s Indiscipline Cases on Teacher Attrition

**Table 2:** The influence of indiscipline cases on teacher attrition in both Regions (n=140)

| <b>Indiscipline cases</b>                                                              | <b>B</b> | <b>S.E.</b> | <b>Wald</b> | <b>Sig.</b> | <b>%</b> |
|----------------------------------------------------------------------------------------|----------|-------------|-------------|-------------|----------|
| Truancy                                                                                | -2.234   | 1.198       | 3.478       | .062        | 68.5     |
| Drunkenness during working hours                                                       | 1.723    | 1.262       | 1.863       | .172        | 62.8     |
| Teacher sexual abuse of female students                                                | -2.021   | 1.009       | .621        | .375        | 58.5     |
| Examination malpractice                                                                | .556     | .654        | .723        | .658        | 78.6     |
| Desertion from duty                                                                    | -.208    | .468        | .196        | .453        | 28.5     |
| Drug abuse                                                                             | .431     | .768        | .315        | .575        | 56.4     |
| Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test with Chi square 6.049 |          |             |             | .302        |          |
| -2 Log likelihood 187.775                                                              |          |             |             |             |          |
| Cox & Snell R Square .042                                                              |          |             |             |             |          |
| Nagelkerke R Square .056                                                               |          |             |             |             |          |
|                                                                                        |          |             |             |             |          |

The findings indicated that indiscipline cases influence teacher attrition by 55.7 per cent basing on analysis done using binary logistic regression. Examinations malpractice being the leading indiscipline case which influence teacher attrition by 78.6 per cent which is statistically significant. The findings suggested that truancy and drunkenness during working hours which accounts 68.5 and 62.8 per cent respectively influence attrition which is statistically significant as presented in Table 1. The findings were proved statistically significant using Omnibus tests for model coefficient and Hosmer and Lemeshow Tests with a Chi square of 6.046 which explains that there is an association between the variables and teacher attrition which is goodness

of fit. According to the respondent's response, these variables are the most indiscipline cases that teachers are engaged in public secondary schools.

From the Tanzania standing orders section F.16 (1) published 2009, any employee who is found absent for five days consecutively without reasons is subjected to punished by dismissal. This implies that attrition to teacher due to truancy cases were found to be the reasons that were reported by the respondents in Manyara region. HakiElimu (2010) revealed that in the visited secondary schools the rate of teacher absenteeism was 10 per cent. Teacher absenteeism was viewed by respondents as leading to failure to complete the curriculum implementation and poor academic performance amongst students. This finding is in line with the findings in a study by Barrett (2004) who points out that in Tanzania teacher absenteeism tends to increase when teachers run out of money.

As for sexual abuse against female students, the finding show the variable as influencing teacher attrition which implies that if the sexual abuse against female student case could be reduced by 3 percent in logistic regression, teacher attrition due to sexual abuse against female students could be reduced. Otherwise, the variable is statistically significant in influencing teachers quitting teaching by escaping the rule of law for the offence. On the other hand, examination malpractice scored 78.6 per cent where teachers were engaged in examination malpractices by divulging examination questions as a source of personal income from parents and or students. The implication is, if an individual is caught divulging examination, according to the Government Law of 1972 Number 3, that person is liable for imprisonment of 30 years which automatically is teacher attrition.

The response from Educational Quality Assurance Officer during interview in Manyara Region said that

“.....examination malpractices and truancy is a major problem that affects the majority of teachers in most of the schools ... Majority of them have forgotten their professional roles and fallen into examination malpractices and truancy. They use most of their time in planning how to engage in examination divulge ... Some of them have established their

network to collude examinations when the session is nearly to start and or during the exams!"

The above extract indicates that examination malpractices and truancy problems are rampant among teachers, thus affecting teachers' professional behaviour, and leading to dismissal of teachers as a civil servants. Upon dismissal, the government loses qualified teachers, hence, students are disadvantaged in terms of academic achievement. This finding concurs with the findings in a study by Barrett (2004) who estimates that as many as 1 in 7 male teachers in rural schools were found in truancy cases.

### **3.3 Frequency of occurrence of indiscipline cases on teacher attrition**

According to Mkumbo (2012), school rules and regulations are among the strategies designed to instil good conduct of teachers. This is in line with the Public Service Act, 2002 and Regulations 2003 of the United Republic of Tanzania. The frequency of occurrence of indiscipline among teachers as a result of non-compliance with rules and regulations among teachers were examined by providing items and respondents were asked to indicate whether agree or disagree that they occur. Six variables were measured with a maximum value of one (1) if an offence occurred and a minimum of zero if an indiscipline behaviour did not occur. These indexes were aimed at measuring the frequency and to determine which item occurred most frequently using normal frequency and inferential statistics by computing binary logistic regression. The findings are presented in Table 3.

**Table 3: The influence of frequency of indiscipline cases occurrence on teacher attrition (n=140)**

|                                                                                         |     | Categorical Variables Coding. |                     | %    |
|-----------------------------------------------------------------------------------------|-----|-------------------------------|---------------------|------|
|                                                                                         |     | Fre-<br>quency<br>n=140       | Parameter<br>coding |      |
| Teacher engages in drug abuse                                                           | no  | 61                            | .000                | 43.6 |
|                                                                                         | yes | 79                            | 1.000               | 56.4 |
| Drunkenness during working hours                                                        | no  | 52                            | .000                | 37.1 |
|                                                                                         | yes | 88                            | 1.000               | 62.9 |
| Teacher sexual abuse of female students                                                 | no  | 52                            | .000                | 37.1 |
|                                                                                         | yes | 88                            | 1.000               | 62.9 |
| Examination malpractice                                                                 | no  | 30                            | .000                | 21.4 |
|                                                                                         | yes | 110                           | 1.000               | 78.6 |
| Desertion of duty                                                                       | no  | 90                            | .000                | 64.3 |
|                                                                                         | yes | 50                            | 1.000               | 35.7 |
| Truancy                                                                                 | no  | 44                            | .000                | 31.4 |
|                                                                                         | yes | 96                            | 1.000               | 68.6 |
| Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Tests with Chi square 6.049 |     |                               |                     |      |
| -2 Log likelihood 187.775                                                               |     |                               |                     |      |
| Cox & Snell R Square .042                                                               |     |                               |                     |      |
| Nagelkerke R Square .056                                                                |     |                               |                     |      |

The results of inferential analysis using logistic regression presented in Table 3 show a means percentage of 55.7 of the respondents' responses on the frequency of in disciplinary cases. This implies that the extent of prevalence of indiscipline cases was justifiable by Hosmer and Lemeshow Tests of goodness of fit with Chi square 6.049 which is statistically significant in influencing teacher attrition in the study area. According to the findings in Table 3, the indiscipline cases include examinations malpractice, truancy, drunkenness during working hours, teacher sexual abuse against female students, drug

abuse and desertion of duty in that order of magnitude. The researcher noted that for both categories of teachers the mean score was above 50 per cent implying that the frequency of in disciplinary cases among teachers were higher in both categories and influenced teacher attrition.

This implies that the frequency of the occurrence of indiscipline cases in the study areas was significant. According to these finding, the frequency of the occurrence of indiscipline cases influences teacher attrition. Also, the findings in Table 3 indicate that according to teachers' opinions examination malpractices, truancy and Teacher-students sexual abuse with their percentage scored were reported by most of the respondents as the causes of teachers indisciplinary cases and thereby attrition. Truancy case being prevalent in both public urban and rural secondary schools reported by more than 50 per cent of the respondents in both categories of teachers. This implies that, these variables had the highest frequency of occurrence and are among the highest indiscipline cases committed by teachers. In other countries, the question of indiscipline had been reported differently by different writers. According to Cotton (2000), the lack of discipline is the most serious problem facing the education system in Americas' schools with many educators and students gravely concerned about disorder and the risks of the school environment.

Similarly, during interviews with the head of schools, it was reported that teachers spent few work hours at school and used the rest of their time in private businesses. Truancy was attributable to low income due to low salaries. As a result, teachers used official hours to engage in private activities to supplement their meagre income. This finding is in line with the finding in a study by Barrett (2004) who points out that in Tanzania teacher truancy tends to increase when teachers run out of money. This implies that rules and regulations that require teachers to abide by best practices and good conduct.

Also, these findings are in line with the finding in a study by Oziambo (2013) who reported that teachers' sexual abuse and truancy cases are common in urban schools only. More than half of the respondents in urban settings indicated that, teachers' sexual abuse against female students and truancy were common practice among school teachers and influence teacher attrition.

Teacher-students sexual abuse cases were also reported by the information obtained from the teachers service commission (TSC) Kilimanjaro Regional Office reading as follows,

“.....Most of the complaints and cases relating to sexual relations that I get from heads of schools’ involve male teachers who behave unprofessionally. Only in few occasions I receive cases related to females. For instance, in 2016 out of 16 cases of various indiscipline behaviours, 8 involved male teacher’s sex abuse” 15/7/2017

From that extract, male teachers were quick to committed sexual abuse against female students compared to their t female counterparts.

## **4.0 Conclusion and Recommendations**

### **Conclusion**

According to the findings examination malpractices, truancy and teacher sexual abuse against female students were among the leading in disciplines among teachers. Despite the efforts taken by the government and the Teacher’s Service Commission to promote discipline in the teaching profession, teacher’s indiscipline is still a problem of great concern country-wide. The problem affects the teaching and learning processes, the entire teaching profession and the wider community. According to McGregor’s theory employees possessing uncontrollable behaviour characterized in theory X need a control mechanism; it is where legal and procedures are established to manage this misconduct. Therefore, government and community at large require collaboration as a remedy to ensure that national educational goals are realized.

As for the frequency of the occurrence of indiscipline among teachers as a result of non-compliance with rules and regulation among teachers in the study area the findings revealed that teacher attrition was influenced by disciplinary procedures subjected to teachers who were found engaged in those cases that were found highly repetitive.

### **Recommendations**

For effective and successful promotion of teacher ethics with the aim of achieving educational goals; this study recommends to the President’s Office Regional Administration and Local Government Authority to equip Teacher Service Commission (TSC) with all necessary inputs including funds, manpower and transport facilities to deal with teachers discipline in public secondary schools especially examination malpractices by providing

awareness programmes on teachers code of ethics and their remedies before indiscipline cases.

Also, teachers being members of the society, and worships whatever religious denomination preaches community members to evade indiscipline in the society. The study recommended to Priests, Pastors and Sheikhs to continue reminding community members, teachers among others. This can reduce cases committed by teachers such as drug abuse, teacher-students sexual harassment, examination malpractices and truancy cases.

On teacher-students sexual harassment, teachers engaged are subjected to imprisonment for 30 of age, which is typical of teacher attrition and once the teacher finished his/her jail time will be no longer be a civil servant. Also, on truancy cases the study recommends to the President's Office Regional Administration and Local Government Authority to fix biometric machine for signing in and out for each secondary school, this will reduce forged the signing in and out among teachers who sign on behalf of others.

The study also recommend to the Ministry of Education, Science and Technology should insists in all teachers' training colleges and universities regardless of the ownership, to have a curriculum with teachers' attitudes and ethics as a training subject that should be taught to all student teachers. As of date, the code of ethics in teaching programme is taught in one teaching course as a topic within the foundation of education. With that teaching course both trainee and graduate teachers will become good teachers by abiding by good conduct within and outside the college premises which will enhance exemplary behaviour at the working place.

Furthermore, the study recommends to the Ministry of Education, Science and Technology through school heads to practice fair punishment. They must establish the reasons clearly for punishing any offender. If teachers are punished for offence without evidence, the teachers usually become more aggressive and antagonistic, hence attrition. Similarly, school heads must be consistent in enforcing discipline to offender and there should be no double standard punishment.

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