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**AN INVESTIGATION INTO TEACHER DEVIANCE IN PUBLIC  
SECONDARY SCHOOLS IN KENYA: A SURVEY OF  
MARAKWET WEST DISTRICT**



**BY**

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## ABSTRACT

The purpose of this study was to investigate into teacher deviance in public secondary schools. The study determined teachers' deviant behaviours in secondary schools, Causes of teacher deviance, effects of teacher deviance and strategies utilized to reduce teacher deviance in public secondary schools. The study was conducted in Marakwet West District in Rift Valley province, guided by the General strain theory stipulated by Robert Agnew (1992). The study adopted descriptive research design. The study targeted head teachers, teachers and the D.E.O- Marakwet West District. The schools were stratified into 4 educational divisions, from which 12 schools were selected using simple random sampling technique; purposive sampling was used to select 12 Head teachers and the DEO Marakwet West. Simple random sampling was used to select 100 teachers from the selected schools. The data was collected using questionnaires, interview schedule and document analysis. Data was analyzed descriptively using percentages, frequencies and bar and pie charts as statistical techniques. It was established that autocratic role of headteachers, failure to involve teachers in decision making process, low staff morale, poor infrastructure and poor remuneration were the factors that contributed to teacher deviance. The study found that lack of recognition or appreciation of work done by teachers had contributed to teacher deviance in the district. It was also found that lack of knowledge on employment conditions and code of regulations for teachers, poor working and living conditions, professional development and lack of appreciation and motivation cause teacher deviance in the district. It was found that teacher deviance leads to poor syllabus coverage and performance, poor relationships between teachers and enhances poor working environment. The study recommended that regular inspection of schools, fair distribution of teaching and learning materials and teachers, induction of newly appointed teachers, teacher development training and in-service training of teachers can reduce teacher deviance. It is expected that the findings of the study will be used by the Headteachers, B.O.Gs, TSC, Ministry of education officials and other education stakeholders to reduce, eliminate or handle discipline cases among teachers and hence enhance performance in schools. Scholars will also benefit from the study for it will contribute to the existing body of knowledge.