

Psychologist's Feelings/Perspective of Teacher Violence in Tanzanian Secondary Schools: Angry and not Surprised by the "Mbeya Incident"

V. I. Lema

The Open University of Tanzania

Email: vincent.leva@out.ac.tz

Abstract

This article is a reflection on a violent incident that occurred in one secondary school in Mbeya. There was a clip circulated showing student-teachers physically beating and manhandling a secondary school student. The article uses the episode to highlight conditions that leads to teacher violence in Tanzania. A critical analysis method is used in making reflections based on some psychological aspects and author's experiences as a teacher. Issues that raise concerns in the clip and other news reports include politicization of teaching processes; criminalization of teachers' misconduct and students' misbehaviour and disorders; and lack of accountability. In teacher education programmes the author identifies the following deficiencies that undermine student-teachers' performance during teaching practice exercise: focusing on teaching about teaching rather than training; ignoring counselling practicum; lack of mentorship; and lack of support for teachers' needs. At the end there are suggestions on how to remedy teacher educations programmes in Tanzania.

Key words: Psychologist's feelings, student-teachers, teacher violence, Mbeya incident, angry/concerned, not surprised.

Introduction

Mbeya Incident of Teachers beating a Student

One of key components in effective teaching/learning processes in any school setting is the teacher-students interactions. The teacher's paramount role is creation of an environment that is physically and psychologically safe to students even when students misbehave or act below the expected level. In the first week of October 2016 a video clip circulated around the world showing some secondary school student-teachers in Mbeya City violently attacking a student. The incident occurred on 28th September, 2016 in the school staffroom. Most people were outraged on what they saw in the clip. Reaction from different government officials was instant, each used the incident as catalyst to demonstrate his/her power and concern on the victim. This was among several occurrences of teacher violence in Tanzanian school followed by similar reactions from government officials. These violent occurrences have formed the basis of this article in form of using situational analysis method in describing them in the context of status of education in Tanzania. The objective of the study is to make the diagnosis of Mbeya incident a catalyst for a serious discussion on teacher training and development, challenges faced by teachers in addressing students with problems and to offer suggestions of the remedies of the situation. Also it was a chance to air educationist's grievances on teacher violence that should never be missed or ignored i.e. rejecting the current status quo.

Subjects

The article is based on actions/lack of actions and comments of the following: government officials; higher learning institutions educationists; Ministry of Education and Vocational Training; teachers; and student-teachers.

Conceptual Framework

Omirin and Falola (2011) point out that a theoretical framework describes the relationship among key variables for the purpose of explaining a current state or predicting future occurrences. According to Hornby (2006) perspective is the ability to quickly see

or understand things that are not obvious to other people. To the author as a psychologist, teacher, and a tutor with long experience in the field the clip had a profound effect on him personally. For him being an academician does not make one to be a-motional or devoid of negative feelings. Emotional state expressed in an appropriate form can have a positive effect on the readers/stakeholders. The episode in the clip is used to show rationale of the author being angry and yet not surprised on the incident. "Angry" in this article is the state of having the feeling people get when something unfair, painful or bad happens (Cambridge University Press, 2016). Teachers' violence in Tanzanian secondary schools is an object that brings emotional state characterized by uncomfortable negative feelings by many people but specifically to a professional teacher. The article intends to use anger in a positive way. Cambridge English Dictionary (2017) defines surprised as **feeling** or **showing surprise** because something has **happened** that one did not **expect**. The article shows rationale for not being surprised by the actions of the student-teachers i.e. such teachers actions in Tanzania are liable occurrences.

The article leans more on Functional Analysis Psychology i.e. describing the Mbeya incident in terms of a number of influences on the teachers' respective behaviour and the antecedent that triggered it. The teachers' behaviour was more than just stimulus-response relationship. It is hypothesizing that the incident was a culmination of many factors currently operating in Tanzanian educational system. Furthermore, the incident was not isolated but one among many such incidences occurring in schools in Tanzania. The whole incident is a demonstration of some of the current state of affair in education system in Tanzania.

Violence of the Student-teachers was Aggression

Aggression is feeling that is sometimes manifested overtly in form of behaviour. According to Cherry (2017) in describing aggressive behaviour, psychologists refer to a number of actions that can result in both physical and psychological harm to oneself, others or objects

in the environment. She also portrays this behaviour as social interaction that centres on harming another person. Thus, violence shown in the clip implies an interaction between the respective student-teachers and the student. The beating the student received was severe and brutal. The behaviour exhibited in that clip clearly indicates the student-teachers were interacting with the student aggressively and caused psychological and physical harm to the student and many other people in the society. The writing of this article is an emotional consequence of violence in the clip.

The student-teachers might have thought they were using punishment (acceptable in all schools in the world) but in actual fact this was beyond punishment. According to Tanzanian school regulations the cruelest permissible punishment is the corporal punishment (MoEVT, 2008). The maximum number of strokes that can be administered to an individual student is six and furthermore it is stated that only the heads of schools can carry out this punishment. The above regulation implies that teachers in Tanzania are expected to be disciplinarian to some degree in their teaching undertaking. However the beating dished to the victim was beyond permissible corporal punishment since it included slapping, kicking and punching! On top of that the violence was perpetrated not by one teacher but four male teachers! One teacher was holding the student so that his colleagues could have direct uninhibited hits/slaps on the student.

Educationist should be angry because this was not a punishment but pure physical violence. Brutality is not a characteristic of an effective teacher, quite the opposite of being kind, understanding and loving to students. Keçici1, Beyhan & Ektem (2013) citing several sources observed that teacher aggressive behaviour in the class prevents student learning in class learning activities directly or indirectly; reduces student developing positive attitude towards learning; creates hostile emotions on students in studying that teachers courses; and causes student absenteeism, dropout of school and lowers the quality of education. Shlomo *et al.* (2011) point out that

teachers who use aggressive classroom management style lead to negative impact on their students and negative attitude towards teachers. Also if students are punished in public they feel humiliated. Frey and Fisher (2008) found that humiliation in students leads to learning complexities and decline in morale to study. Teacher aggressive behaviour in form of bullying students creates humiliation than never serve a legitimate educational purpose in that students experience confusion, anger, fear, self-doubt and profound concerns about their academic and social competences. It is hard to find any literature that provides evidence that teachers' aggressive behaviour has positive effect on students or the school environment.

The Image of Tanzanian Teachers to the Society and the International Community

For teachers trained before 1980, teaching was perceived as a noble profession. Teachers then were strict disciplinarians and use of punishment, even corporal punishment was common i.e. they employed authoritarian style of leadership. However, even when/while punishing a student they did not exhibit tendencies of cruelty. Teachers were respected and some of them were revered. Punishment was perceived as a good measure of a highly competent and effective teacher.

The clip shown is only one incident of teachers' brutality in schools in Tanzania in terms of a number of teachers and types of cruelty. Some few years ago there was a picture of a male teacher standing on a student lying on the ground, more shockingly he (teacher) was laughing i.e. enjoying the event! As expected the Mbeya incident was the main talking point in Tanzania. The clip was seen throughout the world! It was major news on BBC World Service and Kiswahili Service! One needs to be very angry on the tarnished image of Tanzanian teachers and teaching profession. Teachers should be angrier personally since this action has equated Tanzanian teachers to the level of thugs! Tanzanian teachers deserve to be portrayed in a better image.

Politicization of Teaching Processes

The incident in Mbeya being on video clip triggered actions from various people and institutions/officials. The prominent ones were the Minister of Internal Affairs; Minister of Local Government and understandably the Minister of Education, Science and Technology. The moves by the Minister of Internal Affairs and Minister of Local Government were purely for political reasons. There is no evidence or clearly set regulations that the Ministry of Education, Science and Technology should seek assistance from these ministries. The Minister of Local Government immediately demoted the head of the respective school and Minister of Internal Affairs ordered the police to make an investigation of the episode. This is just but one example of politicization of teaching profession and teaching/learning processes in schools in Tanzania. Some of the District Commissioners have demoted and/or threatened to demote heads of the lowest performing schools in their respective districts. When the country was making desks for schools some government officials informed teachers that they (teachers) will pay for desks that will be damaged! Tanzania Daima newspaper (No. 4340, 22/10/2016) reported that Misungwi District Executive Director forced a teacher to mop a classroom while his students observed! For me the above episodes amount to psychological torture on teachers by politicians.

Mwananchi newspaper (No. 6234 of 22/08/2017) reported that Hai District Commissioner ordered police to detain one teacher because he could not mention his name properly. The concerned teacher was given a choice of doing 20 press-ups or go to jail! For medical reasons the teacher refrained from doing the press-up, leading to spending 6 hours in the police custody. The above implies that politicians in Tanzania have the power and responsibility of punishing teachers even on perceived misconceptions. One has to think of Coughlan's (2015) caution that sometimes "political interference" in the education system based on short time pressures are ridiculous and undermine long term efforts to improve education. Can anyone

explain how not to have the last school in academic performance when ranking several schools in a district? (An official can only have moral authority of punishing Heads of schools if s/he has facilitated and ensured that the respective schools have the required provisions that lead to good academic performance). It is not uncommon in Tanzania to hear even villagers directing teachers on how to handle students in school settings. Educationists should not be angry because of educational politics/policies but rather on politicians using teachers and teaching profession for personal political gains.

A professional teacher is concerned when every person in Tanzania has the perception that because s/he, to some degree, "taught" his/her children/friend s/he is a qualified tutor of professional teachers (some people wrongly believe that because they were in school themselves as students they know all about teaching/learning processes in school settings). Also one cannot reveal the level of professionals' anger on people who are learned, and are supposed to know the detriments of politicizing teaching processes, do not leave politics of teaching to the Ministry of Education, Science and Technology. Teachers' reactions to politicians' interferences can include malpractices in teaching and hatred towards the teaching profession.

Criminalization of Teachers' Misconduct and Students' Misbehaviour and Disorders

The motto of Tanzanian Police Force is to serve and protect Tanzanians and their property. So, after the Mbeya incident, the police on orders went to the said school to arrest the concerned student-teachers (fortunately for the teachers and unfortunately for the police the teachers had ran/escaped the state's instrument). A few days later some teachers of the respective school were interrogated by the police and the report of the investigation was sent to State Persecutor for further legal actions. One of the functions of the police is to arrest criminals. Following this line of thinking then the respective student-teachers had become criminals by the virtue of

their action. According to The Free Dictionary (2017) crime is an illegal act; violation of a law; injury to the public leading persecution and term in jail or prison. Sager (2012) described criminalization as a process of making once considered instances of misbehavior or misconduct as criminal offenses, punished through fines and even jail term. Michalowski (1985) goes further by describes criminalisation as the process by which behaviors and individuals are transformed into crime and criminals. The Ministry of Internal Affairs sent police to the respective school for criminal investigation purposes. Also, in this incident criminalization is exemplified by the fact the concerned student-teachers after realizing their action was wrong they rushed to the police to report the incident! They too criminalized their action i.e. just like any other crime they believed the proper place to solve it is through the criminal system rather than through other organs in the education system. Since the Ministry of Education, Science and Technology did not condemn this state of affairs one is bound to believe that the ministry is condoning criminalization of teachers' misconduct and the student-teachers themselves.

Educationists should be angry since the Ministry of Education, Science and Technology is surrendering the role of deciding what is misconduct and crime in schools to the police! The ministry is even commonly using police to function in matters that are wholly professional. It is now common and sadly acceptable to have police in the examination rooms/schools during the exercise of National Examinations. This implies that just like prisoners, teachers as invigilator are not trustworthy to the extent of having police to monitor them. The act of having police in our schools overseeing teachers is criminalization of teachers' actions i.e. teachers are seen in the way the society perceives prisoners who are guided through all their undertakings. Just thinking aloud, are there any other learning institutions in Tanzania that employ police in their examination rooms? Do teachers supervise the police when they (police) are testing recruits? The question is, between the police and teachers, who is supposed to be an expert in invigilating examinations in a

school setting? One wonders with so many negative reports on the police force conduct does it have the moral authority to monitor teachers' professional behaviour. The case in point is the report in several daily papers (including Mwananchi Newspaper of 9/11/2016 Na. 5948). The Regional Police Commander of Mbeya reported that two policemen participating in Form Four national examination exercise forced all girls in the hostel to the parade ground where they beat and humiliated them after two female students refused to have sex with them! Nipashe Newspaper of 17/11/2016 (Na. 0579035) reported that one police in Zanzibar was sacked after entering examination room and attempting the exam (Kiswahili) for another person! Educationist should be concerned with having police in schools and more so in the examination rooms.

There are other issues in our schools' environment that are being criminalized instead of seeing them in the correct perspectives. Among these include criminalizing students' sexual engagement and orientations; and substance abuse. The Ministry of Justice and Constitution, not the Ministry of Education, Science and Technology, reported about NGOs promoting homosexuality in several secondary schools in Tanzania. Dar es Salaam Regional Commissioner announced he personally will deal with all individuals engaged in homosexuality i.e. including students in his jurisdiction. Students' actions are perceived as crimes and consequently their parents are sent to court i.e. truancy is a crime. So, one is not surprised when students with these problems are reported to the police for action i.e. means of dealing with crimes. Educationists should be angry because these actions are not crimes but rather disorders/misbehaviour that can be solved through guidance and counselling; and/or therapy.

Due to criminalizing our students' misbehaviour and disorders coupled by criminalizing teachers' misconduct we are compounding the problems in our society. More so concerned since criminalization

of students' disorders/misbehaviour and misconduct only exacerbates the situation. Sager (2012) argues that "When minor disciplinary offenses are criminalized, the students and families suffer immense consequences. Criminal records, even for trivial offenses, will follow a student around forever and can have terrible disruptive effects on later life. Fines and court fees are often heavily burdensome, particularly when the families are poor, acting as a backdoor tax on children's education". Criminalization of students' behavior has consequences that go far beyond student's time in school and has adverse effects to more people rather than just the individual student.

Lack of Accountability

Accountable means "answerable or liable to be called to account" and accountability implies "state of being answerable (Online Etymology Dictionary, 2017). On the field of education (Mondal, 2013) teaching profession just like any other profession has some professional ethics and accountability that articulate expected ideas and behaviours that are mandatory. He further explains that teachers are responsible among other things to make sure that students learn in a safe and healthy environment. Based on the news in Mbeya the respective student-teachers and the Head of school were taken to task (held accountable) for the incident. To begin with the subjects in the incident are student-teachers in public institutions i.e. the accountability of their action lies with themselves, their supervisors (teachers) and their respective institutions. We should be concerned since we have yet to hear the accountability of these institutions and for that matter the whole Ministry of Education, Science and Technology.

Where were the teaching practice supervisors? Holland (2013) argues that when supervising he is responsible and accountable for student's actions and progress. Were the student teachers practicing teaching in the absence of mentorship? The implication is that the student teachers were teaching without close guidance. One should be concerned on the fact that the respective teacher education

institutions dump their student-teachers in respective schools without providing effective essential support. One should get worried knowing that because of this state of affair the responsible institutions/individuals will take this as being normal. According to Mondal (2013) accountability cannot exist without proper accounting practices i.e. an absence of accounting means absence of accountability. It will be devastating if the student-teachers are found guilty and sent to jail (God forbid) while the people/institutions supposed to be accountable are ignored.

Lack of way forward to remedy the Crisis of Education in Tanzania

Educationist in Tanzania should be concerned because this event and article will not wake up Tanzanians from their slumber to address the progressing problematic (dangerous) situation in her schools. We have yet to hear the Ministry of Education, Science and Technology put forward strategies to address the situation. One is led to suspect that in some of our schools there are some angry students and some angry teachers i.e. recipe for violence in schools. We should be very fearful for our children, as sooner rather than later, because of ignoring violent school environment, there will be some schools under the "management" of the police Field Force Unit (FFU)! To put in perspective this negative progression in our education system, as a pupil the author attended then Naluthi Lower Primary School (Standard One to Four only) that had three teachers only managing a population of 180 pupils. Currently we have reached a point whereby four teachers are required to manage one student! Thus, some Tanzanian teachers currently manhandle students physically instead of handling them professionally!

Not Surprised

Collins English Dictionary (2017) describes a surprise as noun of an unexpected event, fact or piece of news; or in addition surprise is the feeling that one has when something unexpected happened. Most people who saw the clip of the Mbeya incident were surprised and shocked. The author was not surprised at all based on long

experience in teaching. In the early 1970s he was “trained” as a Grade A teacher. He then taught in primary school for two years. After further training, in the second part of the 70s, in 80s and earlier part of 90s he trained teachers in public and private institutions. Since 2000 he has been “educating” prospective secondary school teachers. During this period he has noticed changes in teacher education programs and teaching profession that he believes culminated in the Mbeya incident. Based on this experience he was shocked but not surprised. Here are the reasons for this state of affair.

Teaching about Teaching instead of Training Teachers

Nedha (2011, last updated 2015) points out that education aims at creating a permanent behavioral change in the individual through imparting knowledge while training, unlike education, is focused upon gaining a particular skill. Training is taken to master a particular task. Cross, J. (2017) contends that the difference between teaching and training is that teaching is a process of imparting/transferring knowledge, theoretical concepts and skills between a teacher and a student while training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts and rules. Both teaching and training are crucial in professional developing. However, Kagoda and Sentango (2015) argue that teacher education courses should be more practical so that teacher trainees are properly guided before they graduate. One can conclude that in teaching a student can be passive and pass. However, in training a student must practise, build skills and attitudes to a specifically standard of performance i.e. active learning, more emphasis is on learning rather than teaching. The most significant teaching skill is the ability to interact effectively with the learners.

Teaching skills are numerous and are developed through training in public institutions with expert trainers. In colonial times and some years after independence Tanzania had Teacher Training Colleges i.e. TTCs. The approach then was on “training” students to be

teachers. This approach believes that anybody can teach but not everybody is a teacher (Just like anybody can kick a ball but not everybody is a professional football player!). A teacher is a professional with specific skills that facilitate learning in an unnatural learning environment i.e. school setting is an artificial and not a natural environment for human learning. The student-teachers in Mbeya incident were from institutions in tertiary level of education. So this article focuses only on some aspects of the processes of student-teachers preparations to be professional teachers. The approach used in higher learning institutions for teachers is less on training and more on aspects of education encompassed in the teaching processes. Many lecturers (trainers) have not being professionally trained to train student-teachers. The author is not aware of programmes or institutions that are specifically geared towards training university lecturers to be teacher trainers. Classes are big and most of teaching is through lecture methods and there is little training.

The prospective teachers become more knowledgeable on education at the expense of developing teaching skills. Thus, most of teachers in Tanzania know a lot about teaching and education but lack teaching skills i.e. they are conversant in teaching approaches and learning theories rather than having teaching competences. The teachers in Mbeya incident by virtue of being allowed to participate in Teaching Practice exercise had passed the theoretical part of the programme (read having passed the content, instructional, classroom management, assessment and knowledge on students components) but their action demonstrated lack of management skills. Thus, based on the way the secondary teachers are produced the author is not surprised on the respective incident. Why one should be surprised when some of tutors at all levels of teacher education programs have never taught in a classroom but are training teachers. Their only qualification is having a degree in education. Imagine one becoming a medical doctor without being trained by a practicing doctor! No

one will be surprised by the adverse consequences of such a medical programme.

Ignoring School Counselling Practicum

Lai-Yeung (2014) points that one important teacher role inside and outside the classroom is to provide guidance and counselling to students. Her study found that among student-teachers various training needs included issues relating to carrying out the guidance and counselling role at school. Behrani (2016) argues that knowledge of counselling skills is essential for teachers to promote student learning and well-being since classroom teacher is the only adult in school for children to approach for assistance and advice in resolving their issues and concerns.

In this paper school counselling refers to professional practices that address challenges that students face in school settings. The main roles of a school counselor include facilitating positive school learning environment for students and helping students individually or in groups to reduce/cope with negative factors (both internal and external to the student) that undermine their learning. Counselling skills also act as a positively mediating force among teachers, between students and teachers; and between the school and parents/community. School counseling skills are core in teaching/learning processes. Teacher lacking counseling skill are like medical doctors who can describe the disease of a patient but lacks the skill to make prescription!

One should not be surprised by the Mbeya incident since the respective student-teachers lacked school counselling skills to address the student's actions. In case of Tanzania, guidance and counselling is just a course in most education degree programmes. It is only a course and not a programme. In most programmes it is a core course but in some teacher education institutions counseling is an optional course i.e. some of practicing teachers in our schools lack even the theoretical aspects of school counseling. Moreover, there is no practicum for student-teachers to exercise practically the

counseling skills based on the content learned in the lectures. Even during Teaching Practice exercise this significant component of teaching profession is completely ignored. Based on this state of affair one is not surprised that in Mbeya incident the student-teachers lacked necessary counseling to help a student who was absent the day before and had not done school homework. The “Mbeya incident” was an ordinary situation of a student being absent from school that compounded into a life-threatening situation.

Lack of Mentorship

Teaching practice is a key component in any teacher education programme. In Tanzania every student-teacher is required to participate in Teaching Practice exercise (TP) to graduate as a professional teacher. So, in the context of training teachers the school environment in which TP is conducted becomes an integral part of teacher education programme and the school is part of the institution's infrastructure for learning/teaching processes. Since, these schools are only structured to provide secondary school education then it is imperative for respective institutions (university) to transform the schools to the level that meets requirements of teacher education programme. Simply, by placing student-teachers in a school makes that school part of university. This entails having staff in that school that can and will guide the trainees. Some universities just require the school to have a headmaster/headmistress with a degree. This state of affair is quite inadequate since not all graduate teachers are competent tutors.

The most appropriate person to guide student-teachers during TP is a mentor. Rice (2006) points out in England and Wales school mentors were created so that schools could assume the role of teacher training. Maunganidze (2015) reports that, “In Zimbabwe, mentoring has been largely adopted as one of the Teaching Practice strategies by teacher training colleges and schools. Good quality mentoring in schools makes an important contribution to developing professional skills especially to the student teachers (mentees) as this

will ultimately ensure good quality learning experiences of learners.” And Turner (1993) in citing literature says that a mentor is a school based tutor jointly appointed by the university to supervise students on school based practice and experience; responsible for student-teacher; a pro-active senior actively engaged in training new teachers, a resource persons and a problem solvers. From Wikipedia (Retrieved 2017) mentorship is described as a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The objective of mentoring process is to use the experiences of professionals in the respective field to guide and provide support to novice workers. Mentorship is a common practice in many professions.

Koki (2017) points out that “In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief”. In England, Tomlinson (1995) and Malderez (1999) view mentoring as the concept that helps to bridge the gap between theory and the practical side of the process of training and educating teachers. The new teacher (in this case student-teacher) learns from the experienced teacher the practical aspects of work place (school environment and atmosphere) in terms of school regulations, education policies, teaching methods and mechanisms of interacting with students, fellow teachers, administration other relevant people. The benefits of mentorships in teacher training cannot be overstated.

Teacher education in Tanzania lack formal or informal mentoring programmes. Effective mentorship includes training mentors and having layout regulations on the relationship between the experienced teacher and student-teachers during teaching practice exercise. In the Mbeya clip one is inclined to believe that the student-teachers and teachers of that were not professionally equipped to deal with that incident. One should not be surprised of the situation since universities in Tanzania dumb student-teachers in respective

schools without having a mechanism in place for close professional supervision. In short, in Tanzania even during TP teacher education institutions are distinct from the secondary school due to lack of mechanisms of mentorship processes.

Lack of Support to Teachers in Need

The goal of punishment is to suppress the preceding behavior. However, in observing the “Mbeya Incident” clips and reading newspapers this goal of punishment is neither implicit nor explicit. It can to great degree be speculated that the student-teachers’ actions on the student do not constitute punishment but symptoms of anger. Contemplating the situation in Tanzanian teacher education programmes, state of secondary schools environment and that of many teachers it is not very inaccurate to hypothesize that the anger demonstrated may have been caused by frustration among other causes.

Frustration is an emotion that occurs in situation where a person’s motivation of reaching a desired goal is blocked (Akrani, 2011). The causes can be from external forces or are internal to the individual. Berger (2005) indicates the internal factors that can lead to frustration include challenges in fulfilling [personal goals](#), or dealing with perceived [deficiencies](#) (such as a lack of [confidence](#) or [fear](#) of social situations). Frustration-Aggression Theory postulates that when frustration occurs, it can produce feelings of anger, which in turn can generate feelings of aggression and aggressive behaviour; the theory has been utilized to explain a lot of violent behaviour over time (AlleyDog.com, 2017). In case of “Mbeya incident” the facial expressions of the student-teachers and their actions are clearly indicative of anger and aggression behaviour. However, at this juncture one can only speculate on the causes of this aggressive behaviour. Educationist should not be surprised that student-teachers and professional teachers are frustrated based on the fact that:

Frustration as a Result of Lacking Teaching and Management Skills

It is a goal of most teachers that student engage in classroom related learning. In the episode the student-teacher was reacting to an aspect of teaching i.e. the use of homework as a part of studying exercise. His reaction demonstrated frustration resulting from lacking teaching and management skills that he used physical force instead of motivating the student to learn. According to Santrock (2004) motivational skills are essential for an effective teacher. Lack of them can obstruct a teacher from realizing his/her lesson objectives.

Frustration as a Result of Lacking School Counselling Skills

The respective student-teachers' actions demonstrate that all of them lack school counseling skills. Gladding (1996) notes that counseling deals with personal, social, vocational, empowerment, and educational concerns. Counseling areas, among others, may include intra- and interpersonal concerns related to school or college adjustment. Counselling requires time to assess and understand the student as a unique individual and the premeditating factors that lead to misbehaviour/misconduct. (In actual fact we do not have all the information to conclude that the student being absent the previous lesson and not doing homework was a problem needing counseling or not!). Lack of counseling skills may have another source of frustration and the only option available to the respective student-teacher is use of punishment. Corporal punishment is the easiest form of punishment since the pain is experienced immediately (remember punishment must be aversive) and does not need monitoring time. So, one will not be surprised that the lack of counselling skills by the respective student teachers may have been a source of frustration and consequently leading to teacher violence.

Lack of School Counsellors

Teachers in secondary schools in Tanzania have too many responsibilities carried out at fixed amount of time. Fulfilling all these responsibilities is very challenging to a teacher and in many cases it is not impossible to perform those (responsibilities) to their

required level. One can say this is an improbable task to achieve. In an ideal school setting (as practiced in many countries) a teacher has the option of referring problematic students to the school counselor i.e. a professional counselor whose only responsibility in the school is working with students with problems that hinder effective learning (Gladding, 1996). The Mbeya incident might have produced a different picture if the respective student- teachers had an opportunity of referring the concerned student to a professional school counselor. One should not be surprised but rather be concerned that the student-teacher consulted his fellow students on how to handle (or manhandle) the student. All of them being molded to the same mind, they applied the skills they had in hand. (Are Educationists in Tanzania aware of "peer mentoring"? Definitely the all four student-teachers lacked peer mentoring competences!).

Lack of Counselling Services to Teachers

One newspaper indicated that the respective student teachers went to the police to report the incident. From one perspective this was a panic reaction after realizing the gravity of their action. The author is surprised by this student-teacher's reaction and yet not surprised! During his long teaching experience he has experienced many personal challenges and also he is aware and/or being involved in other teachers' professional and personal problems relating to school life. Secondary schools in Tanzania do not offer counseling services to teachers. In Tanzanian higher learning institutions students have access to official counseling services that address their personal problems. In Mbeya secondary school the respective student teacher did not have a mentor let alone counselling services to seek assistance when in need. Observing the clip one saw some angry student-teachers releasing their frustrations and other underlying negative emotional feelings on the student. Why should one be surprised of the episode when knowing quite well that lack of counselling services to teachers is common in most secondary schools in Tanzania? The student-teachers, just like other human beings, can get angry for a number of legitimate reasons. Also most

people who have been to Tanzanian school are aware of some teachers with perpetual anger that has adverse effects on the teachers individually and on their students. However, it is unacceptable and dangerous to express anger physically, verbally or in extreme emotional state. The teacher educators have to come to terms that some of the student-teachers and practicing teacher are unable to control their anger. The solution cannot be achieved through punishment or by ignoring it. Teacher education should include the component of anger management in its programmes. Mayo Clinic Staff (Retrieved 2017) define anger management as the process of learning to recognize signs that one is becoming angry, and taking action to calm down and deal with the situation in a productive way. Anger management believes anger is a healthy emotion that one needs to learn and develop skills of expressing it appropriately. Schwarts (2006) describes anger management programme as creating in an individual a mechanism of deploying anger successfully.

Recommendations

Based on the “Mbeya Incident” it will be surprising if the following recommendations will be taken with deserving seriousness:

Shifting Paradigm from Teaching about Teaching to Training Teachers

Teacher education programmes should shift from teaching about education to training student-teachers to develop teaching skills.

Introducing a Compulsory School Counselling Practicum to all student-teachers

School counselling course should be a core course in all teacher education programmes. After successfully completing the course a student should have a supervised counselling practicum during the Teaching Practice exercise.

Developing School Mentoring Programs

Teaching practice is an integral component in teacher education programmes. To make secondary school meet the university standard for training student-teachers the only option is to have school personnel competent to guide students-teachers i.e. professional school mentors.

Introducing Postgraduate Diploma in School Counselling to all Serving Teachers

The Ministry of Education, Science and Technology is obliged to seriously address the issue of serving teachers lacking school counseling skills. The ministry in collaboration with education institutions should develop School Counseling Postgraduate School Counselling Programmes. When this is in place all serving teachers should undertake the programme as part of their compulsory professional development.

Training School Counsellors

In the long Tanzania should have professional school counselors dealing/working with stakeholders (including teachers, students, administrators and parents) in facilitating positive school teaching/learning environment. Acknowledging knowing the characteristics of adolescents, challenges they encounter and the size of our classes it is naïve to believe that a single teacher can both effectively teach and guide the students.

Rescuing Teaching Profession from the Police and Politicians

Police and politicians should be barred from interfering in issues relating to school settings. Also this should include decriminalization of students and teachers' behaviour to misconduct/disorder.

Inculcating Trustworthiness among Teachers

Ministry of Education, Science and Technology should embark on developing teachers with high level of integrity to handle sensitive issues like invigilating examinations.

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