

**Teachers' Awareness of Teaching Professional Code of Ethics,
Acts and Regulations in Mkuranga District, Tanzania**

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Abstract

This paper explores public primary school teachers' awareness of the teaching professional code of ethics, acts and regulations in Mkuranga District in Tanzania. Data from 50 teachers were collected using semi-structured interviews and questionnaires and then subjected to content analysis and descriptive statistics. The findings indicate that most teachers (about 75% with disciplinary cases and 50% without disciplinary cases) were not aware of teachers' professional code of ethics; 75% of teachers sampled had been introduced to teachers' professional code of ethics during their professional training in colleges and universities; 70% of sampled teachers had not have an opportunity to update their awareness of these ethics. Further, heads of schools possessed little awareness of the acts and regulations which empower them to deal with teachers' ethics.

Keywords: *ethical acts, professional code of ethics, regulations, teachers' unethical practices*

Introduction

Moral and ethical behaviour among teachers is central to their work and their relationship with students and society at large. In fact, teachers' ethics impact both the inside and outside of the classroom (Olatunji, 2011; Van Nuland & Khandelwal, 2006). Despite the critical role entrusted to teachers, unethical practices among their ranks are increasingly becoming an issue of concern in Tanzania as it is in different parts of the world. Literature has generally identified the most common unethical behaviours practised by teachers in Tanzania as absenteeism, alcoholism, corruption, prostitution, cashing on tuition, improper dressing, theft, examination fraud, dereliction of duty, mismanagement of time, sexual abuse and cheating (Anangisye, 2006, 2010; Anangisye & Barrett, 2005; Hallak & Poison, 2007; Mosha, 2004; Van Nuland, 2009). A reflection of different unethical practices by teachers in different countries shows that in the United States 27 percent of the teachers are reported being absent from school for more than 10 days of regular classes (Matos, 2016). Matos (2016) further shows that some schools, especially those in poor neighbourhoods, rural areas and in some major cities, experienced chronic teachers' absenteeism whose absence rate has been above 75 percent in the 2014-2015 periods. Moreover, in some European countries such as Germany, some teachers are implicated in the selling of examination questions which has been triggered by students' higher desire of getting good marks and grades. There are also scenarios in these European countries where teachers were convicted of selling front-row seats in large classes and students being forced to buy additional materials to take private lessons (Chapman, 2002).

In South Africa, teachers were reported to engage in different forms of unethical practices including sexual abuse and being involved in examinations cheating. For example, as reported by Chauke (2014), teachers in Mpumalanga Province were reported to engage in selling the grade 12's final examination question papers to the learners. Statistics indicate that on any given day in other provinces in South Africa, between 10 and 12 percent of the teachers were not in school, and about 39,000 of the teachers were absent every day. The main reason provided for teachers' absence was sickness, usually falling mainly on Mondays and Fridays (Spaull, 2013). Within this context, it is crucial for the management to contemplate why teachers fall sick mainly on Mondays and Fridays and not on other days. The implication is that most of the teachers were not absent from schools mainly because of illness but mostly because of their unethical practices. In addition, the South African Council of Educators removed 75 teachers from the educators' register for misconduct, mostly due to sexual offences. Similarly, the South African Democratic Teachers' Union also dismissed from being union members for life teachers who were found guilty of sexual abuse (Khoza & Masinga, 2010).

In Kenya, between 2011 and 2014, many teachers were blacklisted for professional misconduct. Authorities in Kenya punished 126 teachers mostly for sexually abusing their students. The punishment included being prohibited to be involved in teaching anymore (BBC News 10 June, 2015). Within that range, Minde (2016) reported that a 45 year old teacher of Mugae Primary School from Meru was charged with sexually assaulting 10 pupils mostly from Standard IV aged between 8 and 11 years.

In Tanzania, the reports from the Teachers' Service Department (TSD) for 2008/2009 and 2010/2011 showed that 472 teachers were dismissed for

professional misconduct (TSD, 2011). Because of teachers' malpractices, in particular absenteeism and lateness for work, Bukoba District Commissioner ordered publicly 19 teachers to be fired (BBC News, February 13, 2009). The Teachers' Service Department (TSD) in Tanzania dismissed 200-300 teachers every year for various unethical practices between 2008 and 2011 (TSD, 2011). The 2008 TSD report revealed that Iringa, Rukwa, Manyara and Coast regions were leading in teachers' unethical practices involving teachers' truancy, absenteeism, alcoholism, examination fraud and illicit sexual relationship with pupils. Teachers' truancy in Manyara stood at 75 percent, in Rukwa at 39.9 percent, and in Coast region at 28.17 percent (TSD, 2011). Moreover, in between 5th and 8th September 2019, it was reported that two teachers in Iramba district in Singida region, were sentenced 30 years in jail after being convicted of raping a 15 year form two student (Andrew, 2019; Limu, 2019).

Again, on 10th September, 2019, a deputy head of school in Musoma district was reported to have involved in sexual relationship with his 14 year standard seven student (Binda, 2019). Such evidences of teachers' unethical behaviours are many. However, most of them are not officially documented. The critical question that arises following the increase in number of teachers involved in unethical practices in many parts of the world, Tanzania in particular, is the extent to which teachers are aware of different codes of ethics that guide the teaching profession, the extent to which they upgrade their understanding overtime, and the extent heads of schools understand and use their power toward dealing with ethical malpractices in their schools.

Purpose and research questions

This study investigated teachers' awareness on the professional code of ethics, acts and regulations which deal with teachers' ethics in Tanzanian public primary schools. It is guided by three main research questions: First, to what extent are teachers aware of teachers' professional code of ethics? Second, where do teachers learn from and how do they update their awareness of teachers' professional code of ethics? Third, what is the head teachers' awareness of their power of dealing with teachers' ethics in their schools as stated in different acts and regulations?

Teachers' professional code of ethics

Rasanen (2003) defines teachers' conduct as a combination of three factors namely, ethical sensitivity, motivation to act morally and skills to solve ethical problems. The teacher should be sensitive to see problems from an ethical perspective, a kind of 'ethical reading skills'. The values/qualities behind the teachers' professional conduct include honesty, justice, freedom, the teachers' relationship with their work, and teachers' relationship with the society (Rasanen, 2003).

Banks (2003) explains that 'a code of ethics is usually a written document produced by a professional association, occupational regulatory body, or other professional body with the stated aim of guiding the practitioners who are members, protecting service users and safeguarding the reputation of the profession'. Teachers' professional code of ethics constitutes the accepted values, norms or standards to be adhered to by all members of the profession who happen to be teachers in this case. Members of the teachers' service in Tanzania tend to have successfully undergone teacher training and registered in the register of teachers in

accordance with the Teachers' Service Commission Act Number 25 of 2015.

Historical context of the teachers' professional ethics

Generally, the status of teachers in many countries, both developed and developing, was higher in the twentieth century than is the case today in the twenty-first century. By then, teachers were highly valued and respected by the community due to ethical practices, high commitment and dedication to work they had demonstrated (Bennell, 2004). It is to the early Athenian philosopher Socrates (384-322) that the concepts of ethics and virtue can ultimately be traced in education discourse (Nyirenda & Ishumi, 2002).

According to Bowden (2009), the problems of professional ethics for teachers can be traced back to the history of Western civilisation (Bowden, 2009). Professional teachers were known as 'sophists' who were originally simple wise people, mostly men who travelled in ancient Greece teaching for pay. As the Greek forerunners of modern education, the ancient sophists held the pursuit of individual desire and personal ambition to constitute the main goal of human endeavour. They regarded education as being effectively instrumental in the achievement of this goal, and their awareness as well as skills were for sale only to those who could pay for them (Carr, 2003). However, Socrates believed that teacher-pupil relationship should be based only upon mutual love and respect. He believed that paying and receiving money for teaching corrupted this relationship. Indeed, his contempt for those who taught for money resulted in the term sophist being undermined ever since (Carr, 2003). Development of a professional code of conduct for teachers has been

needful from the early years of Western civilization. Such development distinguished between ethical and unethical practices and, hence, laid down principles to be adhered to by the teachers.

In Tanzania, during the colonial era and immediate post-independence era, teachers were well trained, well paid and continually upgraded. Similarly, a good inspectorate system closed the door for incompetent and unprofessional teachers (Moshia, 2004). Due to the good performance of teachers and the students they taught, traditionally, teachers were accorded such high esteem in society that in many occasions such as church, public gatherings and community social functions they were either given front seats or served first (Moshia, 2004). Teachers' unethical behaviour by then was very minimal because the working conditions for teachers in terms of salaries and other remunerations as well as care from both the government and the community compelled them to be committed and ethical (Anangisye, 2006; 2011). Soon after independence, the country started to witness a drastic decline in professional ethics among teachers. According to Moshia (2004), the implementation of the Universal Primary Education (UPE) led to *ad hoc* teacher recruitment, training and functioning as well as crash programmes which resulted in the production of low quality teachers both in terms of academic capability and professional ethics. Consequently, the huge number of teachers coupled with poor supervision and management greatly contributed to a drastic decline in ethical behaviour amongst teachers in the country. To promote teacher ethics, various countries, Tanzania inclusive, have set up codes of professional ethics to which all the members of the profession must adhere.

Teachers' professional code of ethics in different countries

In India, the Indian Primary Teachers' Federation aims to raise the status and dignity of the teaching workforce, particularly at the lower and upper primary levels. Teachers have the responsibility to instil confidence among the general public in the quality of services being provided by them towards the education of children. An individual who enters into the teaching profession undergoes an obligation to conduct herself/himself in accordance with the highest standards of moral behaviour. It is essential for him/her to strive for excellent performance in the workplace. Teachers have the responsibility to attain and depict the highest degree of ethical conduct towards students, parents/guardians, society, their profession, colleagues, management, administration and professional organisations (Bhattacharjee, 2015).

In Australia, the code of ethics for teachers covers a broad spectrum of ethical requirements for teachers as civil servants and stipulates how such principles can be applied in the teaching profession (Van Nuland, 2009). They include being respectful, polite, fair, obedient to the laws, avoiding conflict of interest, avoiding harassment, being accountable for effective teaching, protecting sensitive information and using resources properly (Van Nuland, 2009).

In Tanzania, according to the Teachers' Service Commission Act number 25 of 2015 third Schedule under regulation 44 Code of Ethics and Conduct, the teachers' service is charged with enforcing teachers' efficiency and respecting ability. In this regard, teachers shall behave and conduct themselves as stipulated under the Public Service Code of Ethics and Conduct. Indeed, teachers in the service shall uphold professional conduct as stipulated under the Teachers' Professional Code of Conduct.

Therefore, every teacher shall recognise that he/she has a level of responsibility to the pupils under his/her care, uphold his/her profession, and respect his/her employer as well as the state. The code of ethics and conduct for the Teachers Service Commission in Tanzania has been issued pursuant to the Teachers' Service Commission Regulations, 2008. A breach of the code will be dealt with under Regulation 40, National Security Act, Prevention of Corruption Act or any other relevant law.

Role of the teachers' code of professional ethics

Teachers are expected to be moral exemplars engaging in the improvement of the society and individual character through their role as awareness providers (Glegg, 2003; Lovat & McLeod, 2006). Banks (2003) contends that codes provide guidance 'about how to act and how to make ethical decisions, either through encouraging ethical awareness and reflection or through explicit rules'. Codes enhance professional status as every profession has a code of ethics, one hallmark of a profession.

Moreover, teachers' professional code creates and maintains professional integrity through the explicit statement of the core purpose, key ethical principles and the kind of qualities expected of the people who belong to this profession and the kind of conduct required. Similarly, codes of ethics provide professional regulation by requiring members of a professional group to adhere to the code and using it for disciplinary purposes in cases of misconduct. This is crucial in addressing diverse ethical dilemmas teachers face in due course of their daily work (Ehrich, Megan, Jan & Neil, 2011). Therefore, teacher codes of ethics imply that the protection of clients, in this case children and those who are vulnerable, is what can be expected of the teachers.

Empirical literature on teachers' ethics from developed countries

According to Palmer (2012), Los Angeles police in 2009 conducted a study on teachers' sexual abuse of 11 year old pupils. They found some teachers to have sexually abused pupils in separate cases and arrested them. The report showed that teachers' sexual abuse in schools was common. Palmer (2012) argued that the best available study was commissioned by the American Association of Universities on students of Standard VIII and XI to check whether they had ever experienced any inappropriate sexual conduct at school. The report showed that 10 percent of the students had experienced some form of sexual abuse during their school careers, and about 10 students had been victims of one or more such things from teachers or other school employees, and two-thirds of those reported the incident as involving physical contact. The numbers in the report can represent a population of 4.5 million students nationwide.

In Europe, Cameron (2007) conducted a study on teacher-pupil homosexuality. The findings revealed that teachers engaging in same sex constituted 63 percent of perpetrators in Ireland, 62 percent in New Zealand, 54 percent in Scotland, 48 percent in Australia, 47 percent in England. Similarly, a study by Education Support Program (2006) revealed that private tutoring has greatly expanded in Western European countries such as Germany and United Kingdom where some mainstream teachers spend school hours conducting private tuitions. However, studies indicate that, in most cases, no punishments are taken against the perpetrators when such cases are reported. Miller (2012) reported that, on any given school day, up to 40 percent of the teachers in New Jersey's Camden City Public Schools are absent from their classrooms, and that there is a 5.3 percent rate of absence for American teachers overall. On average, 36

percent of the teachers nationally were absent more than 10 days during the 2009-2010 school year based on the 56,837 schools analysed in the dataset (Miller, 2012).

Empirical literature on teachers' ethics from developing countries

There have been studies conducted on teacher absenteeism in developing countries. A study carried out in Botswana, Malawi and Uganda, by Das, Dercon, Habyarimana and Krishnan (2005) found that teachers' absenteeism rate varied from three to six percent in primary schools, with Botswana showing the highest rate of six percent. Das et al. (2005) established also that teacher absenteeism rate in Zambia was 18 percent.

According to World Bank (2013), teachers' absenteeism in Kenya is one of the problems undermining the improvement of the education sector. The report states that, on average, the absence rate in the country stood at 16 percent. The report further states that, for every 100 public school teachers, 55 were in class teaching whereas 27 were at the school but not teaching. The report further states that senior teachers were absent from class more frequently than junior ones. Musyoki (2015) in his survey in Nzau sub-country in Kenya established that factors influencing teachers' absenteeism in public schools include lack of regular supervision and assessment, assigning teachers non-teaching duties, teachers' strikes, and lack of harmony between parents and teachers.

Glewwe and Kremer (2006) found that teachers' absenteeism in Zambia and Kenya was dominated by legitimate reasons but unauthorised absenteeism was common in many other African countries. Teacher absenteeism in Kenya varies from one region to another where the rate ranges from 20 percent to 28.4 percent of the time and 12.4 percent of the

teachers were in school but not in the class teaching. It was also established that in Ghana and Zambia a third of all the primary school teachers were absent due to poor motivation as many primary school teachers wanted to be upgraded to become secondary school teachers whose motivation level was higher.

Empirical literature on teachers' ethics from Tanzanian context

Like in other parts of the world, a number of studies related to teachers' ethics have been conducted in Tanzania.

Anangisye (2006) carried out a study on the ethical dimension of teacher professionalism in the country. His findings revealed that irresponsibility, lack of accountability and disrespect among educational managers lead to teachers' misconducts. Further, Anangisye and Barret (2005) in their study on professional identity and misconduct among Tanzanian teachers found that teacher unprofessionalism and corruption among educational administrators undermined the initiatives aimed to improve the quality of education.

Boimanda (2004) investigated the decline in teachers' professional conduct in Tanzania's public schools, and found that the recruitment style for entrants into the teaching career in teacher education, the working environment as well as the level of motivation among teachers were the major causes of teachers' failure to adhere to their professional code of ethics. According to Crocetti and colleagues (2014), teacher absenteeism was reported to be lower in private schools than in public schools, and the rate was higher among contract teachers, than those with permanent employment status.

Generally, a review of the related literature indicates that teachers' ethical problem is a complex global phenomenon which requires critical thinking in addressing. Despite changes in teachers' living and working conditions which partly explain increase in teachers' unethical practices, yet, it could be argued that clear awareness of their professional codes and upgrading their understanding over time, plus school heads' understanding of their power entrusted to them through acts and regulations could be an important avenue towards dealing with increasing teachers' ethical problems in schools. This area, however, has been accorded little attention especially in Tanzania's public primary schools.

Research approach and design

The study was mainly qualitative with slight quantitative elements. The approach enhanced the researchers' ability to confirm, cross-validate or corroborate the findings within a single study (Creswell, 2009). The qualitative approach allowed the in –depth investigation through direct interaction between the researchers and informants, getting first-hand information about the problem under investigation (Silverman, 2010). Quantitative approach was used to establish the extent of teachers' awareness of teachers' professional code of ethics and the places where teachers learn and how they update their awareness of teachers' professional code of ethics using a questionnaire. On the other hand, Mkuranga district council was used as a single case study. This helped the researchers to gain deeper insights into and better understanding of the problem under investigation.

Area of the study, participants, data collection methods and analysis

The study was conducted in Mkuranga district in Coast region. The area was purposefully selected because Coast Region is among the regions with high unethical practices among teachers. According to the Teachers' Service Commission (TSC) report of 2014 – 2016, 896 disciplinary cases were registered whereas Coast Region, Mwanza, Kagera and Mbeya regions were leading in teachers' reported unethical practices in Tanzania Mainland. Teachers' unethical practices in Coast Region stood at 10.77 percent, in Mwanza at 6.57 percent, in Kagera at 6.25 percent and in Mbeya at 6.14 percent. The report showed further that there were 100 disciplinary cases in Coast Region distributed as follows: Mkuranga - 54 cases (54%), Bagamoyo - 15 cases (15%), Kisarawe - 12 cases (12 %), Rufiji -11 cases (11%), Kibaha - 6 cases (06%) and Mafia 2 cases (02%).

The study involved a total of 50 teachers from public primary schools in Mkuranga District. Out of these teachers, 10 were head teachers, 20 were teachers with disciplinary cases, and 20 were teachers without disciplinary cases. Purposive sampling was used to get schools and teachers with disciplinary cases. Stratified purposeful sampling was used to get teachers without disciplinary cases based on their work experiences and their education qualifications assuming that teachers of this calibre could give meaningful responses to the research questions. Head teachers were randomly picked from the purposefully sampled schools.

Data were collected using interviews administered to head teachers and the questionnaires administered to teachers with and those without disciplinary cases. Quantitative data were subjected to the Statistical Packages for Social Sciences (SPSS) software which assisted in generating tables with frequencies and percentages. Relevant quotes

were extracted from interviews to support data generated from questionnaires.

Findings

This study was set to investigate teachers' awareness of the professional code of ethics, acts and regulations dealing with teachers' ethics in Tanzanian public primary schools. The findings are presented in alignment with the research questions, which were as follows: - First, to what extent are teachers aware of teachers' professional code of ethics? Second, where do teachers learn from and how do they update their awareness of teachers' professional code of ethics? Third, what is the head teachers' awareness of their power of dealing with teachers' ethics in their schools as stated in different acts and regulations? Additionally, how do they understand these acts and regulations? What are the implications for implementation?

The extent of teachers' awareness of teachers' code of ethics, other acts and regulations dealing with teachers' ethics

Responses to the first research question were tapped from 40 teachers (20 with disciplinary cases and 20 without disciplinary cases) using a questionnaire. Also, interviews with heads of schools were done on exploring the same issue in order to triangulate the information. The findings from questionnaires are summarized in Table 1.

Table 1: *Teachers' Awareness of Teachers' Professional Code of Ethics*

The extent teachers are aware of the professional code of ethics	Teachers with disciplinary cases		Teachers without disciplinary cases	
	Number of teachers	Percentage	Number of teachers	Percentage

Very much	00	00%	03	15%
Moderate	05	25%	07	35%
I am not aware	15	75%	10	50%
Total	20	100%	20	100%

From Table 1, findings are clear that most teachers are unaware of teachers' professional code of ethics. Also, it could be inferred from the findings that, the extent of committing disciplinary practices is connected to the awareness levels of teachers' professional code of ethics. This is because there seems to be little awareness of teachers' professional code of ethics among the majority of teachers with disciplinary cases.

Also, through interviews held with head teachers, it was established that teachers have low understanding of teachers' professional code of ethics, and that majority of them get exposed to these codes after having breached them. In relation to this, one head teacher indicated:

Majority [of teachers] are not aware of teachers' code of professional ethics. The new teachers are just given a few instructions on ethics during the first days of their employment/induction course. Teachers just encounter these codes when they have wronged against them following that disciplinary actions are going to be taken against them... (Interview, Head teacher, School A).

How and where teachers learn and update their awareness of professional code of ethics

The second question was set to find out how and where teachers learn the teachers' professional code of ethics and whether they upgrade this knowledge over time. Therefore, teachers were asked to indicate the places from where they learnt the teachers' code of ethics and how they update their awareness. Also, interviews with heads of schools were conducted to generate information on the same issue. Answers were

collected using a questionnaire and the results are summarized in Tables 2 and 3.

Table 2: *The Places from Where Teachers Learn about Professional Code of Ethics*

the place from where teachers learn teachers' code of ethics	Number of teachers	Percentage %
At teachers' colleges	30	75%
At universities	10	25%
Not learnt anywhere	00	00%
Total	40	100%

It is clear from Table 2 that most of the teachers learnt about the professional code of ethics from teachers' colleges. These are grade 'A' and diploma holders. The degree holding teachers learnt about this code at universities. The important message here is that at least no teacher was found as not being exposed to such education during their studies on their way to becoming teachers.

Table 3: *How Teachers Update their Awareness of Professional Code of Ethics*

Alternative ways to update teachers' awareness of teachers' professional ethics	Number of teachers	Percentage %
Did not get any alternative way to update their Awareness	28	70%
Leaflets	7	17.5%
Training	3	7.5%
Seminars/Workshops	2	05%
Total	40	100%

The findings from Table 3 suggest lack of clear alternative way(s) under which teachers use or can use to update their awareness of the teachers' professional code of ethics. Notably, very few (30%) update their awareness through leaflets, training and seminars or workshops. Furthermore, it was noted from interviews with head teachers that, teachers get introduced to the teachers' ethics in the course of their studies either at teachers' colleges or universities. However, very little plans are there for teachers to upgrade their understanding of the same from time to time. In relation to this issue, one head teacher disclosed:

You see, teachers in this school have either a bachelor degree or a diploma. They were taught on teachers' professional code of ethics during their teacher education studies. This is a normal practice in most of the colleges and universities...the core problem I see is lack of upgrading systems and I think most of the teachers no longer remember these ethics... (Interview, Head of School, School D)

Head teachers' understanding of their power in dealing with teachers' ethics

This sub-question was set to explore head teachers' awareness of their power (as stated in different acts and regulations) in dealing with teachers' ethics in their schools. The findings show that most of the head teachers had little awareness of the acts and regulations which empower them to deal with teachers' ethics. Findings also show that they acquired that awareness during their studies in teachers' colleges they had passed through. They have also gained this awareness through reading the head teachers' guidelines, rules, and regulations as well as attending meetings organised by Teachers' Service Commission (TSC) which are conducted once per year or in two years. The findings show that there is no common

understanding among different heads of schools on these acts and regulations and, therefore, each head of school has his/her practice depending on his/her understanding and interpretation. The head teacher of school E declared:

I have little understanding of my power, but I normally use different rules and regulations dealing with teachers' ethics. These rules and regulations guide me in performing my duties as a leader. There is no common understanding among head teachers as each one interprets and acts independently (Interview, Head teacher, School E)

Other heads of schools showed that they sometimes used their personal experiences and wisdom because they have been holding the position for many years. The implication of this situation is that some of the head teachers tried to act upon teachers' unethical practices in their schools but others referred the cases to the TSC including cases falling within their jurisdiction of power and which could be dealt without being referred.

Discussion

The findings show that many teachers (about 75% with disciplinary cases and 50% of those without disciplinary cases) indicated that they had no awareness of teachers' professional code of ethics (see Table 1). However, similar teachers indicated that they were introduced to the professional code of ethics during their studies, either at teachers' training colleges or universities (see Table 2). The question is, how comes they were taught these professional code of ethics, yet, they are not aware of them? The contradicting findings may be explained in a number of perspectives. First, this may mean that teachers actually do not clearly understand what teachers' professional code of ethics is in the Tanzanian context. This raises a question on what is being taught at teachers' training

colleges and universities. Second, is the extent to which teachers perceive teaching as being a fully-fledged profession and themselves as professionals (Cobbold, 2015). Arguably, if they have a negative perception about this, then, they are likely to be careless on the teaching professional code of ethics. They simply do not care, which may be translated as a professional abuse (Tweve, 2011). Even when they were (are) being taught in colleges and universities they pay less attention and, therefore, they immediately forget them after graduating. That may be supported by the available evidence that there is low professional integrity (Ndibalema, 2019) and commitment to the teaching profession (Mkumbo, 2012) among many teachers in Tanzania.

The findings are informative because they showed that most teachers with disciplinary cases were not aware of teachers' professional code of ethics contrary to their counterparts without disciplinary cases. This seems to suggest that awareness of teachers' professional code of ethics may contribute to reduce disciplinary cases among teachers. Moreover, the findings suggest that teachers lack opportunities to upgrade their awareness of teachers' code of ethics. This is crucial as they even tend to forget what was introduced to them (if it was done) during their studies or in early days of their employment. Therefore, there is a pressing need to find out different sustainable ways under which teachers in all schools could learn and update over time their awareness of teachers' professional code of ethics.

Furthermore, the findings show that even head teachers are not competent in the acts and regulations which empower them to deal with ethical problems in their schools. They lack common understanding something which leads them to interpret them and act differently. Therefore, many heads of schools are failing to solve even simple

disciplinary cases and being forced to refer them to the TSC unnecessarily. Such a situation calls for the need to offer more education to heads of schools in relation to these acts and regulations and how to use them.

Conclusion and Recommendations

Generally, teachers have very little awareness on the professional code of ethics and they lack reliable means of updating their awareness. Similarly, head teachers showed little awareness of the Acts and regulations which guide them on how to deal with teachers' misconducts. The consequence is that, head teachers sometimes fail to take proper actions even on issues which are within their jurisdiction. It has been postulated that teachers' training colleges focus more on providing academic and pedagogical skills to prospective teachers than on building moral character and professional ethics. As a result, the code of conduct has low impact on improving teachers' professional ethics.

In the light of this study, the following suggestions are offered for action. First, the government should improve the teachers' training curriculum to increase the content on professionalism and put emphasis on professional morals and values. Second, heads of schools should implement various strategies to promote ethical conducts among teachers in their schools. Third, the government should equip TSC with all necessary facilities such as adequate funds, transport and stationery to enable the commission to operate effectively in making follow up of ethical issues among teachers in Tanzania. Fourth, TSC should visit teachers regularly and conduct trainings to help them learn more about the code of professional ethics.

Moreover, newly employed teachers should be given induction courses by TSC.

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