

TEACHERS' COMMITMENT AND COMPLIANCE WITH CODES OF ETHICS AND PROFESSIONAL CONDUCT IN KAGERA REGION, TANZANIA

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Abstract

Teachers are the most significant factor in facilitating teaching and learning process, day to day school activities and achievement of academic performance. The study investigated the extent to which teachers in secondary schools are committed to, and comply with the codes of ethics and professional conduct, issued by the Tanzanian government for the teaching profession in 1999 and revised in 2005. Respondents were 32 heads of schools, 32 academic masters and 288 secondary school teachers in public secondary schools in Kagera Region, Tanzania. The study employed convergent parallel design from mixed research approach. Probability and non-probability sampling techniques were used to sample participants. Instruments for data collection were questionnaires, interview guide and document analysis guide.

Keywords: Teachers' commitment, Professional code of ethics and conducts, Effectiveness of school headship, Dimensions of commitment.

1. Introduction

An effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Performance in education put a great demand of teaching commitment and teacher's ability in fulfilling the teaching professional responsibilities and observing the professional standards. Committed teachers are determinants of quality education and academic performance of students or schools. Once Nyerere (1975) in Lema, Mbilinyi, & Rajani, R. (2004) said, "Children are, because teachers are." The global world determines teachers as prime movers in implementing curriculum and the teaching/learning process (Duze, 2012). In this regard, teachers' commitment is a significant aspect for achieving quality education. Thus, the success of education is routed on teaching professional competence and commitment basing on teachers skills, knowledge, attitudes and values, as well as accountability on effective teaching which can be measured in terms of school performance.

However, teachers' commitment in Tanzania has been an issue of discussion due to the reason that the expected results from education or schools are not effectively produced. For example, Poor performance of students and schools experienced in several years (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016). Also, there is no significant improvement regarding students' basic skills of reading, writing, and arithmetic (Uwezo, 2010, 2015 & 2016).

Teachers Service Department (TSD), (2007) found that teachers' misconduct was among the serious hindering factor for teachers' commitment and teaching below the expected standard. For example a recent report (Twaweza, 2016), revealed the issue of teachers absenteeism to be high, ranging from 11% to 30% as the attendance rates in schools and class attendance in Kenya, Tanzania and Uganda, while Tanzania's rates being above all three countries with 25% low attendance.

In this regard, the study considered codes of ethics and professional conduct as important area to focus without excluding other dimensions, such as the extent teachers adhere to acceptable professional standards and responsibilities which indicate the level of their commitment.

2. Literature review

Teachers are the most significant factor in facilitating teaching and learning process, day to day school activities and achievement of academic performance (Munir, & Khalil, 2016). They are

important in facilitating changes being planned for the development of the country (Campbell, Kyriakides, Muijs, & Robinson 2012; Roupp, 2015). Their professional roles in the society and to individuals contribute to welfare of the people within countries around the world (Nazari&Emami, 2012). This indicates a greatest requirement of competence, qualified and committed teachers; physically and intellectually, with ability to understand and transform education policies into practice, implement planned curricula and facilitate teaching and learning processes effectively and efficiently. Effective teacher is expected to have effective teaching-performance which indicates high level of commitment. Commitment here referred to the act where a person is willing to bind him-self into obligations that he is responsible to.

Teachers are responsible for quality teaching and learning for high achievement of students, schools and the nation at large. This calls for adherence to professional ethical standards. In this regard, it is imperative that every teacher should adhere to codes of ethics and professional conduct which, consequently influence their overall performance, students and the learning outcome (Bennell&Akyeampong, 2007).

Teachers' professional misconduct on the other hand is among the threatening factor that can hamper teachers' commitment. Teaching profession is principled with discipline as an important aspect for teachers' professional accountability which demands good behavior inside and outside the classroom, Education Act No. 8 of 2002 (URT, 2003). However, several studies indicate unethical issues to be the main problem among teachers today. Issues like corruption, sexual abuse and assaults, examination leakage, unfair treatment to students, selling teaching materials, ghost teachers, fighting and drunkenness, absenteeism, private tuition, unethical dressing styles, sexual misconduct and many others, being seriously the issues of the day (Murithi, 2010; Twaweza, 2011; Mgonja, 2017).

For example, Teachers' Services Department (TSD) in Tanzania that deals with teachers' disciplinary issues related to professional misconduct, dismisses 200 to 300 teachers every year for various professional misconduct (Betweli, 2013; TSD, 2008 in Songela, 2015; Mfaume&Bilinga, 2016;). However, issues regarding school leaders' responsibility for maintaining teachers' professional code of conducts by observing professional rules and regulation, motivating teachers whether positively or negatively to comply with teaching conduct, are not adequately considered, thus, this study was concerned with the extent to which

secondary school teachers comply with the professional code of ethics and conduct in secondary school, and its contribution to their commitment.

Mgonja (2017) conducted a study on responding to Workplace absenteeism in Tanzania. Specifically the study examined the issue of absenteeism in public and private schools in Ilala Municipality and Mkuranga District. Factors leading to teachers absenteeism were categorized into environmental factors, individual behaviour, and uncommitted to profession. The study revealed that various efforts have been done to resolve the issue, although the challenge still persisting. Meaning that, extra efforts are needed to combat this problem. The suggestions given were: school management must deal with teachers' behavior by being strict with school rules and regulations, motivation of teachers in terms of intrinsic and extrinsic motivation to satisfy the needs of teachers.

The study recommended on applying the private schools' models of dealing with teachers' misbehavior which was found more effective than that of public schools. Leadership power on the other hand was found to be another significant issue to focus on. School leaders must be given power to deal with teachers' service and ensuring discipline. For example, power to dismiss teachers for a serious offence, and other similar decision making powers were not granted to them, which limits them from taking due measures. Although teachers code of conduct was not the main focus of this study, it was considered a standard to measure the effect of teachers' behaviour on their commitment and how undisciplined teachers affects leadership in the management of teachers. Additionally, leadership power is important for the purpose of motivating followers to abide to professional code of ethics and work towards goal.

Secondary school leaders, whether in public or private sectors are under a constant pressure of accountability for providing good results around the world (Munir& Khalil, 2016), achieving this goal there is a need of teachers with deep content knowledge, teaching skills, understanding, discipline, and good attitude towards the teaching profession and its responsibilities, as well as high level of commitment. When it happens that a school has incompetent and uncommitted teachers, immediate and serious measures should be taken. This could be achieved only if school leaders would have opportunity and strategy of reviewing and re-shaping teachers' commitment, knowledge, and skills through professional development or in-service training; whereby conference, workshops, seminars and collaborative learning among members of a work team can

be offered. Even the use of informal strategies like; discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer can be appropriate (Mette, et al., 2016). In this case, therefore, how heads of schools promotes teachers professional development, and standards was given due weight throughout this study.

Poor performing teachers are described by Yariv, (2015) as chaotic to school leaders, students, parents and their fellow teachers, and they do not only fail to provide expected results but also they have intolerable behaviour. They consume much time of their leaders and students. The only way for remedy is to improve their ways of doing, understanding and skills through the mentioned above strategies. In common with that, the issue of supervision, monitoring and maintaining teachers' ethical standards is a good solution in improving teachers' commitment and teaching performance.

3. Methodology

The study employed the convergent parallel design, the quantitative and qualitative strands were conducted concurrently but independently. The quantitative strand was used to collect data from teachers, on practices of teaching and the actual levels on their commitment as per teaching profession. The qualitative strand on the other hand was employed to understand the reality of heads of schools, on their experiences, and leadership practices in improving teachers' commitment. The target population of the study included heads of schools, academic masters and teachers in secondary schools, in Kagera Region. A sample of 352 participants was drawn from a total number of 3961, which is approximately ten percent of the entire population. A study sample comprised 32 heads of schools, 32 academic masters and 288 teachers, with a total of 352 participants. Both probability and non-probability sampling procedures were used to select participants of the study. The study utilized questionnaires, interview guide, and document analysis guide for data collection.

4. Discussion of the findings

Secondary School Teachers Compliance with the Professional Code of Ethics and Conduct

The study sought to measure the effectiveness of school headship in secondary schools through teachers' commitment. Teachers' commitment however is inseparable from professional code of ethics and conduct; teachers are highly obliged to comply with stipulated codes. This study relied on three dimensions namely: commitment to the profession, commitment to students, and commitment to achieve excellence which was considered to be important aspect to measure this variable, that finally results into teachers' teaching professional commitment. The responses of teachers who participated in the study on teaching dimensions as stipulated in the teachers' code of ethics in several documents such as; The unified teaching services regulations (1962) and URT, (2001; 2003), are presented in the tables below.

Table 1: Teachers' Commitment to Teaching Professional (n =288)

Teachers' profession Commitment	SD n(%)	D n(%)	U n(%)	A n(%)	SA n(%)	M(SD)
Seek new knowledge, skills, and values	-	5(1.7)	-	70(24.3)	213(74.0)	4.70 (.56)
Have personal interest in a profession	-	-	13(4.5)	114(39.6)	161(55.9)	4.51 (.58)
Good attendance to school and in the classroom	-	-	-	75(26.0)	213(74.0)	4.74 (.44)
Observe punctuality all the time	-	2(0.7)	3(3.0)	141(49.0)	142(49.3)	4.47 (.56)
Compliance to professional code of ethics and conduct	-	5(1.7)	-	137(47.6)	146(50.7)	4.47 (.60)
Observes to school rules and regulations	-	23(8.0)	-	69(24.0)	196(68.1)	4.52 (.86)
Engaging in school activities voluntarily and use extra time to support teaching activities and students 'performance	-	23(8.0)	S -	147(51.0)	118(41.0)	4.25 (.82)
Respect of students, teachers, parents, leaders	-	-	-	70(24.3)	218(75.7)	4.76 (.43)
Consider self-respect, honest,	-	-	-	72(25.0)	216(75.0)	4.75 (.43)

integrity and discipline,

Total Mean

4.6 (.59)

Source: Data Field, 2018

The study indicated that 213 (74.0%) of participants strongly agreed to the statement that teachers seek new knowledge, skills, and values. This means that majority are committed to the condition that teachers are accountable to strive for continuous training to increase their ability of serving the profession as they are demanded by the government (URT, 2011). In fact updating teachers' knowledge and skills cannot be ignored if performance and effective headship in secondary schools have to be achieved.

Teachers indicated to have personal interest in the profession as 161(55.9%) strongly agreed and 114(39.6%) agreed with the statement. Teachers' interest in teaching profession is among the important aspect for their commitment. The finding however, is in contradictory with findings obtained from heads of schools in this study which indicated that some teachers are forced to work and are not devoted to the profession. Data from heads of schools is in line with Mkumbo, (2012) which indicated lack of professional interest on some teachers who pointed the reason of joining the profession as poor qualifications to join other professions and securing teaching job easier. The finding raises the notion that there is a need of identifying interested teachers to the profession as a base of increasing the level of commitment of teachers to their profession.

Teachers also were investigated on issues concerning the extent they observe professional requirements, such as, good attendance to school and in the classroom 213(74.0%), punctuality all the time 142(49.3%) and 141(49.0), compliance to professional code of ethics and conduct 146(50.7%), observance of school rules and regulations 196(68.1%), engaging in school activities voluntarily and use extra time to support teaching activities and students 'performance 147(51.0%) respect of students, teachers, parents, and leaders 218(75.7%), consider self-respect and discipline 216(75.0%).

Concerning all aforementioned items are requirements entailed in teachers' standing order, professional organization for teachers (CWT), TSD and Tanzania public service regulations that teachers are obliged to observe. The findings indicate that majority of teachers strongly agreed or, and agreed that they observe to teaching profession code of ethics and conduct as demanded. This implies that teachers are committed to their teaching profession. It could also indicate the

fact that heads of schools are effective as far as teachers' management is concerned. Sanduleac, & Căpățînă, (2016) states that a good leader within a school is a result of effective teachers in day to day responsibilities, Ross & Gray, (2006) as well, indicated that leadership and teachers' commitment are inseparable variables in achieving education goals. The findings from these responses further imply that transformational leadership practices in secondary schools is apparently in active.

4.5.1 Academic Master Responses on Teachers Compliance with the Professional Code of Ethics and Conducts

Academic masters as well indicated their perception on the extent to which teachers comply with the teaching professional responsibilities. Academic masters' responses are presented in Table 4.15.

Table 2: Academic Masters on Teachers' Commitment to Teaching Professional Dimension (n =32)

Teachers at all the time accomplish their professional responsibilities of;	SD n(%)	D n(%)	U n(%)	A n(%)	SA n(%)
Seeking new knowledge, and skills to update their profession	4(12.5)	7(21.9)	10(31.3)	8(25.0)	3(9.4)
Having personal interest on a profession, voluntarily to teach students effectively and feel obliged for their performance	1(3.1)	13(40.6)	4(12.5)	11(34.4)	3(9.4)
Good attendance to school and in the classroom	-	-	-	19(59.4)	13(40.6)
Observing punctuality	-	-	-	4(12.5)	28(87.5)
Complying to teach well and contribute to the success of school performance	-	3(9.4)	1(3.1)	11(34.4)	17(53.1)
Preparing teaching documents well	-	-	-	5(15.6)	27(84.4)
Observing school rules and regulations	-	2(6.3)	2(6.3)	6(18.8)	22(68.8)

Engaging in school activities voluntarily and use extra time supporting teaching activities	1(3.1)	4(12.5)	4(12.5)	23(71.9)	-
Respecting students, teachers, parents, leaders and the community	-	-	4(12.5)	20(62.5)	8(25.0)

Source: Data Field, 2018

Table 2 indicates that academic masters were unsure with the statement that teachers strive to seek new knowledge and skills to update their teaching ability. As for these findings the reality of what was previously indicated by heads of schools that professional development and other opportunities for teachers upgrading their knowledge is no longer in practice or it is minimally done. These findings concurred with several other studies such as Fuller, McCrum&Macfadyen (2014) and Kagoda&Ezati (2014). The studies found that teachers lack confidence in delivering materials to students, and they knew little concerning extensive changes and reforms being done in education system even in their own areas of specialization, which require either formal or, and informal training processes for them to develop confidence and mastery of subjects. This also must be considered to our education system. Teachers need professional development at any chance for them to master subject as a factor for increasing their level of commitment.

Issues concerning teachers observing the teaching profession code of ethics and conduct as demanded, responses from academic masters agreed with the statement that teachers attend to schools and in the classroom 19(59.4%), 28 (87.5%) strongly agreed that teachers observe punctuality all the time, 17(53.1%) strongly agreed that teachers comply to professional code of ethics and conduct, 27(84.4%) strongly agreed that teachers preparing teaching documents well, 22 (68.8%) indicate that teachers observe school rules and regulations, 23(71.9%) perceived that teachers engaging in school activities voluntarily and use extra time to support teaching activities and students ‘performance, 20 (62.5%) agreed with the statement that teachers respect students, teachers, parents, and leaders.

From academic masters findings on teachers compliance with teaching professional code of ethics and conduct it can be concluded that teachers in secondary schools are committed to their profession in relation to teaching activities, issues of preparing scheme of work, lesson plan and notes, being punctual all the time and good attendance in schools. It is in contrast with the study

by Twaweza (2016) which indicated a high rate of teachers' absenteeism in schools as a problem of misconduct. Academic responses also are in line with findings obtained from this study on supervision of teaching activities by school leaders, which was found effectively done. This therefore implies the fact that head of school are effective in relation to fostering teachers teaching professional commitment.

Teachers' commitment to Students

Commitment to students was another dimension used to measure the commitment of teacher to teaching profession. The study sought to find out the extent to which teachers are responsible with their students' needs in relation to their effective learning and performance, which indicate whether teachers are committed or not. Responses were collected from teachers and academic masters and presented in Table 3 and 4.

Table 3: Responses of Teachers' on their Commitment to Students (n =288)

Teachers' profession	SD	D	U	A	SA	
Dimensions Commitment to students:	n(%)	n(%)	n(%)	n(%)	n(%)	M(SD)
Listening to students' needs all the time (inside and outside classroom)	-	-	-	107(37.2)	181(62.8)	4.63(0.48)
Encouraging students to study hard and guide them towards their careers	-	4(1.4)	3(1.0)	121(42.0)	160(55.6)	4.52(0.6)
Teaching creativity and innovative approaches for students' understanding	-	11(3.8)	-	89(30.9)	188(65.3)	4.58(0.69)
Providing extra time for slow learners	-	14(4.9)	-	162(56.3)	112(38.9)	4.29(0.71)
Students' evaluations, feedback and report	-	7(2.4)	-	70(24.3)	211(73.3)	4.68(0.6)

Giving parental care to all students	-	2(0.7)	-	71(24.7)	212(73.6)	4.68(0.65)
Giving students equal opportunities, in terms of learning materials and environment	-	2(0.7)	-	76(24.6)	210(72.9)	4.72(0.5)
Participate in guiding students for their future careers choice	1(0.3)	1(0.3)	-	82(28.5)	204(70.8)	4.69(0.53)
Managing students' discipline/behavior in school	-	23(8.0)	1(0.3)	31(10.8)	233(80.9)	4.65(0.85)
Being a role model to students and the community around	-	2(0.7)	-	45(15.6)	241(83.7)	4.82(0.48)
Total Mean						4.6(.62)

Source: Data Field, 2018

Table 4: Academic Response on Teachers Commitments to Students (n =32)

Academic responded that Teachers observe the following for students' achievement	SD	D	U	A	SA
	n(%)	n(%)	n(%)	n(%)	n(%)
Listening to students' needs all the time (inside and outside classroom)	-	-	-	23(71.9)	9(28.1)
Encouraging students to study hard and guide them towards their careers	-	-	-	24(75.0)	8(25.0)
Teaching creativity and new approaches for students' understanding	4(12.5)	4(12.5)	9(28.1)	9(28.1)	6(18.8)
Providing extra time for slow learners	-	16(50.0)	4(12.5)	12(37.5)	-
Giving parental care to all students	-	-	-	17(53.1)	15(46.9)
Giving students equal opportunities, in terms of learning materials and environment	-	10(31.2)	2(6.3)	16(50.0)	4(12.5)

Participate in guiding students for their future careers choice	-	-	-	13(40.6)	19(59.4)
Managing students' discipline/behavior in this school	-	-	-	10(31.2)	22(68.8)
Are role mode to students and the community around	-	-	-	22(68.8)	11(34.4)

Source: Data Field, 2018

Findings in Table 3 and 4 indicate that generally teachers are committed to students. It was reviewed in the literature that a passionate teacher would be distinguished not only with teaching but also commitment to students' effective learning and achievement. This fact is revealed in teachers' and academics' responses as 181(62.8%) teachers strongly agreed 107(37.2%) as well academic masters 23(71.9%) agreed that teachers listen to students' needs all the time (inside and outside classroom). Literature pointed out that teachers mean parents to students whose responsibilities are to take care and listen to students' needs, interest and problems unconditionally. In so doing teachers develop a powerful connection with students helping them to learn comfortably, study hard and increase their achievement.

The findings on the statement that teachers encourage students to study hard and guide them towards their careers, revealed that 160 (55.6%) teachers' strongly agreed as well as 24 (75.0%) academic master agreed. This can mean that teachers have a sense of concern to students' future and guide them to achieve better. Also responses show that majority of teachers 188 (65.3%) and academic 9(28.1) strongly agreed and agreed that teachers had teaching creativity and new approaches for students' understanding. 162(56.3) teachers strongly agreed to provide extra time for slow learners. Means that teachers are devoted to identify and consider students with differences of understanding. It may also indicate that teachers develop different strategies for students who are struggling to cope with the mainstream classrooms. However, academic masters 16 (50.0%) disagreed with the same statement. This may imply the fact that academic masters have experience on teachers teaching supervision, taking into consideration the workload teachers have, that might be difficult to some teachers to deal with students at individual level.

Moreover, the findings show that teachers observe other aspects measured to identify their commitment to students as required by their profession. Issues concerning students' evaluations,

feedback and report 211 (73.3%) teachers strongly agreed as well 17(53.1%) academic masters and mistress. Giving parental care to all students 212 (73.6%) teachers strongly agreed, 16 (50.0%) academic agreed. It has been discussed previously in this study that teachers perform a parental responsibilities, meaning that teachers are required to be conscious with students' life of today and for their future. On a statement that teachers give students equal opportunities, in terms of learning materials and environment 210 (72.9%) teachers strongly agreed, and 19 (59.4%) academic masters too. On whether teachers participate in guiding students for their future careers choice 204 (70.8%) teachers strongly agreed as well as 22 (68.8) academic masters. 233 (80.9%) teachers strongly agreed that they manage students' discipline/behavior in school and 22 (68.8%)academic masters. 241 (83.7%) teachers and 22 (68.8%) academic master strongly agreed with the statement that they are role model to students and the community around.

The responses of teachers and academic masters indicate the important of teachers' commitment to students. It was revealed that teachers were highly committed to students learning in aspect of teaching and learning preparations, teaching and learning processes, teacher-student relationship, evaluations and students discipline. This is directly to what Gibbons, Galloway, Mollel, Ngoma, Pima & Deogratias suggested that teachers are required to develop students to their full potentials for their future. The study concurs with Mahony (2009) who contends that teachers as professionals are expected to perform a duty of care, acting in the best interests of their students.

Teachers' commitment to Achieve Excellence

The commitment of teachers is expected to be reflected through students' achievement, schools performance and achievement of education goals at large, by increasing levels of performance. The study sought to find out the extent to which teachers strive to achieve excellence depending on teachers' accountability and their level of commitment in issues of teaching, preparing students for good performance and maintenance of higher standards. The reviewed literature indicated that achieving excellence in teaching is among the determinant factor for teachers' commitment in teaching. Thus, there are direct effects of committed teachers and academic achievement of students and the school. In this case, teachers are required to support student for their academic performance. Laddunuri (2012) argues that the consequences of unqualified and uncommitted teachers lead to unsatisfactory examination results. Therefore, the researcher

considered this dimension important in determining the extent to which teachers are committed to teaching profession. The data were collected from teachers and academic masters and their responses were presented in Table 4 and 6

Table 5: Teachers Responses on their Commitment to Achieve Excellence (n =288)

Teachers' profession Dimensions	SD n(%)	D n(%)	U n(%)	A n(%)	SA n(%)	M(SD)
Commitment to achieve excellence						
Effective teaching approaches and engaging students in the learning process (student-based approach	-	-	-	29(10.1)	259(89.9)	4.9 (.30)
Effective implementation of curricula	-	11(3.8)	1(0.3)	94(32.6)	182(63.2)	4.55(.71)
Attending classroom and effective teaching	-	9(3.1)	-	64(22.2)	215(74.7)	4.68(.64)
Helping students to develop critical thinking skills.	-	20(6.9)	1(0.3)	71(24.7)	196(68.1)	4.54(.82)
Giving test, marking and feedback to students and report to parents	-	4(1.4)	-	90(31.3)	194(67.4)	4.65(.56)
Accomplish of syllabus on time	-	-	-	76(26.4)	212(73.6)	4.74(.44)
Encourage and support students to study hard and perform well	-	-	-	110(38.2)	178(61.8)	4.62(.49)
Encourages and supports parents to help their students academically	-	-	48(16.7)	18(6.3)	222(77.1)	4.6(.76)
Attending and encouraging extra curricula in school	-	-	7(2.4)	66(22.9)	215(74.7)	4.72(.5)
Total Mean						4.7(.58)

Table 6: Academic Response on Teachers Commitments to Achieve Excellence (n =32)

Teachers are committed to achieve excellence in the following areas	SD n(%)	D n(%)	Un(%)	A n(%)	SA n(%)
An effective teaching approaches and engaging students in the learning process				18(56.3)	14(43.8)
Effective implementation of curricula	-	-	-	16(50.0)	16(50.0)

Attending classroom and teaching effectively	-	-	-	19(59.4)	13(40.6)
Giving test, marking and feedback to students and report to parents	-	-	-	14(43.8)	18(56.3)
Accomplish of syllabus on time	-	-	-	16(50.0)	16(50.0)
Encouraging and supporting students perform well	-	-	-	13(40.6)	19(59.4)
Encouraging and supporting parents to help their students succeed academically	-	-	-	17(53.1)	15(46.9)
Attending and encouraging extra curricula in school	-	-	-	14(43.8)	18(56.3)

Tables 6 and 7 show that 259 (89.9) teachers and 18(56.3) academic masters strongly agreed and agreed with the statement that teachers strive to effective teaching approaches and engaging students in the learning process. Effective approaches include all techniques used by teachers which enable students to understand the subjects they are learning. Teachers are obliged with the use of participatory and interactive approaches of teaching and learning (URT, 2013), for example, engaging the students in rising questions for discussion and in solving problems. As it was discussed previously in this study, teachers need to comply with the current education system and the government approaches of teaching especially learner-centered approaches. Majority of teachers 182(63.2) and academic masters 16(50.0) indicate to strongly agreed and agreed that teachers effectively implement curricula. It is a requirement from the Ministry of Education and Vocational Training, Tanzania (2013) that teachers and heads of schools are responsible to ensure the curriculum is properly implemented. The finding therefore imply that teachers accomplish their responsibilities pertaining teaching in secondary schools, which indicates that teachers are committed to achieve excellence and heads of schools are effective as well.

On the statement that teachers attend classroom and effective teaching 215(74.7) teacher strongly agreed, 19(59.4) academic masters agreed as well. The study considered teachers attendance in classrooms as the most powerful way of achieving excellence. Meaning that, this is only way of delivering knowledge to students, regardless of teaching preparation documents and being available to school, classroom is the best way of demonstrating teaching activities in

practice where effective teaching and learning could have effect and determine the extent to which excellence can be achieved. This may further mean that teachers' level of teaching preparation must contest their level of classroom time utilization. Therefore, teachers attending classes is the most important aspect signifying that teachers are really committed to teaching. Majority of the teachers 196(68.1) indicate that they strongly help students to develop critical thinking skills. The current most requirement product of education is to produce students who can think critically for individual benefit and the society at large. The findings from teachers and academic masters is in disagreement with several reports such as; Twaweza, (2013); BEST, (2012-2016) which indicated that Tanzania for a number of years experienced disappointing results of students in the National examinations, and this aspect even captivated the researcher in this study to think of investigating on teachers' commitment to achieve excellence.

Teachers on giving test, marking and feedback to students and report to parents 194(67.4) strongly agreed, and 18(56.3) academic masters as well. Teaching and evaluation are inseparable factors if excellence has to be achieved. The importance of evaluating students learning activities is indispensable for several reasons including; teachers' feedback for assurance of their effective teaching, teachers understanding individual ability of students, for students and parents' feedback on the progress of students, for teacher further measures or approaches if needed to improve teaching. Several studies have been concerned with student assessment for improving learning and students' achievement. For example, Black, Harrison, Lee, Marshall, & William, (2005) and Nilson, (2010) who argues that, assessment plays a vital role of promoting learning and improving achievement. Thus, teachers can evaluate students through class quizzes, monthly tests, weekly tests, terminal or annual examinations important for achieving excellence.

On whether Teachers accomplish syllabus on time 212(73.6) teachers strongly agreed and 16(50.0) academic masters agreed as well that teacher always accomplish syllabus on time. The aspect of syllabus coverage is important sine it indicates that teacher has covered all contents intended and students have been enabled to learn what they were supposed to. Findings imply that heads of schools who are the chief in ensuring syllabus are covered, are effective in so doing, hence achievement of excellence. Encourage and support students to perform well 178(61.8) teachers strongly agreed that they support students for their performance which indicates their commitment to achieve excellence and heads of schools effectiveness as well. The

statement that teachers encourage and support parents to help their students academically 222(77.1) teachers strongly agreed, 17(53.1) academic masters agreed. Parents expectation from teachers is good performance of their children, teachers also are responsible to bridge parents and schools, by keeping them aware of what children are doing in terms of their learning process, learning materials requirements and encourage them support their children. On whether teacher comply with attending and encouraging extra curricula activities in school 215(74.7) teachers strongly agreed, 18(56.3) academic masters as well. Teachers in secondary schools are not only bound to classroom activities alone, but also extra curriculum which includes physical activities like; games, sports, cultures and other manual works.

Generally, all respondents as indicated above show that teachers had a high level of compliance with the professional code of ethics and conduct in the dimension of commitment to profession (M=4.6, SD=.59), commitment to students (M= 4.6, SD= .62) and commitment to achieve excellence (M=4.7, SD=.58). At this point in time however, it is important to determine whether this is related to headship effectiveness in fostering teachers' level of their commitment. A study by Emmanoil, et al. (2014) confirmed that effective leadership in schools is a key factor in influencing teachers' teaching effectiveness and performance. Teachers' commitment is a gradual change; it depends on several factors including headship effectiveness as a central factor for developing and empowering teachers' ability of teaching and increases their levels of commitment.

Apart from teachers and academic masters' responses which indicate that teachers are highly complying with teaching professional code of ethics and conduct; additional information were required from heads of schools and interview was conducted and responses of heads of schools who participated in this study indicated that heads had different perceptions. Some heads indicated to be comfortable with teachers' compliance to teaching profession while other not. The two sides might be relating to their performance in schools, for schools performing well probably would be happy with their teachers and opposite to that complained for their teachers of not performing well and are incompetent to master their subjects.

Heads of schools confirmed of experiencing few cases of teachers' misconduct in schools, where teachers misbehave is the case. Heads of schools said that they normally keep on reminding their teachers to observe teaching professional code of ethics and conduct. Types of misconducts

heads of schools normally experience from teachers are: absenteeism, drunkenness, and dressing code.

The researcher asked on what measures they take in case of teachers' misconduct, heads responded that, in case of teachers misconduct normally advice is a main technique heads use, asking teachers who misbehave to change, and if the problem perseveres then , reprimanding followed by warning letter and finally is just to report to the higher administration for further measures.

Hypothesis Testing 1

Ho: There is no significant difference between teachers teaching experiences and compliance to professional code of ethics and conducts.

Table 7: Descriptive Statistics of Teachers' Teaching Experience (n=288)

Working Experience	N	Mean	Std. Deviation
1-5 Years	116	4.46	.354
6-10 Years	161	4.73	.316
11-15 Years	11	4.69	.298
Total	288	4.62	.356

Table 8: ANOVA to Test the Statistical Significance Difference between Means of Teachers' teaching commitment across their Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.026	2	2.513	22.903	.000
Within Groups	31.269	285	.110		
Total	36.294	287			

One way ANOVA was used to test if there was a significant difference between the mean scores of teachers rating on compliance to professional code of ethics and conduct and teaching experience. Results revealed that [F (2, 285)=22.903, P=.00]. The null hypothesis was rejected and concluded that there was a significant relationship between teachers working experience and their compliance to professional code of ethics and conducts. This implies that the training

teachers normally undertake before employment could not be enough for their effective teaching and performance, but teaching experience could be a tremendous factor when it comes to issues of building their teaching capacity, increasing skills and developing talents. It might indicate the responsibilities of heads of schools in identifying area where their teachers need to increase skills and develop classroom experience. From this fact it can be also said that teaching profession is a lifelong learning process whereby heads of schools can be a major factor of influencing teachers' teaching experience and increase level of their commitment.

Hypothesis Testing2

Ho. There is no significant difference on mean scores of male and female teachers and their teaching commitment.

Table 9: Group Statistics of the Mean Score on Teachers' Commitment in Secondary School

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teachers' commitment	Female	148	4.25	.578	.048
	Male	140	4.27	.728	.062

The findings in Table 9 indicate that, both female (M=4.25, SD= .58) and male (4.27=.73) are highly committed to the teaching profession in secondary schools. The data further show that there was minimal difference between groups. The difference indicated from the data however, could not be a determinant factor for making conclusion on the difference between groups. From teaching profession perspectives teachers might differ in teaching commitment due to several factors or situations such as; teachers education background, level of knowledge and skills, teaching experience, personality, headship effectiveness specifically for fostering teachers' commitment, to mention but a few. To comprehend whether gender has a significant difference statistically, a researcher computed T-test to establish if the observed difference was not by chance. The results of the analysis are summarized in Table below.

Table 4.25 Independent Sample T-Test Output on Teachers' commitment by Their Gender

Levene's Test for Equality of Variances
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		F	Sig.	t	df	Sig. (2-tailed)
Mean scores on teachers' commitment by gender	Equal variances assumed	2.151	.144	-.215	286	.830
	Equal variances not assumed			-.213	265.044	.831

Data in Table 9 Shows the summary of independent T-Test ($t_{286} = .215$, $P = .830$). The findings indicate that from the independent T-test above, P-value is .830, which is greater than 0.05 level of significance. Therefore, the null hypothesis that there would be no significant difference between male and female teachers' commitment in secondary schools was not rejected. This implies that teachers' commitment does not depend on their gender; instead several factors might contribute to their level of commitment.

The results concur with those of Mabagala (2013) who examined physical education teachers and their compliance with professional code of ethics and conduct, and Çoğaltay (2015) on organizational commitment of teachers and found the effect of gender on both studies was non-significant. It is important to realize that, every teacher is professionally responsible to undertake the profession conduct, rules and regulations regardless of their gender. Therefore, teachers are performing their teaching duties according to their personal capability, knowledge, skills, values and determinations within a working environment that contains many factors that might influence their teaching commitment.

5. Conclusion

Teaching profession is principled with discipline as an important aspect for teachers' professional accountability which demands teachers' good behavior inside and outside the classroom. Thus, every teacher is professionally responsible to adhere to the professional ethical standards, responsibilities, and rules and regulations in order to increase their level of commitment.

Recommendations

Basing on the findings and conclusions of the study, the following recommendations were made for improving teachers teaching commitment in secondary schools.

- i. The Ministry of Education, Science and Technology need to have a long strategic plan to improve the quality of teachers training.
- ii. The study recommended that the ministry should put more efforts to support heads of schools in increasing their ability financially in order for them to provide essential teaching materials for effective teaching and learning in schools.
- iii. The government need a direct involvement in solving the challenges which are beyond headship ability to handle.

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