

**TEACHERS' MISCONDUCT ON STUDENTS' LEARNING AND
PERFORMANCE IN URAMBO DISTRICT- TABORA**

SEIF MOHAMED

**A DESERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES
DEPARTMENT OF EDUCATIONAL POLICY, PLANNING AND
ADMINISTRATION
THE OPEN UNIVERSITY OF TANZANIA**

2022

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Teachers’ Misconduct on Students’ Learning and Performance in Urambo District- Tabora** in partial fulfilment of the requirements of the Degree of Master in Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

.....

Prof. Emmanuel N. Babyegeya

(Supervisor)

.....

Date

COPYRIGHT

No part of this thesis may be reproduced, stored in any retrieval system or transmitted in any form by any means, mechanical, electronic, photocopying, recording or otherwise without the prior written permission of the author or The Open University of Tanzania on behalf.

DECLARATION

I, **Seif Mohamed**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to lovely family especially my mother Hadija Hamiss, my lovely wife Hamida Waziri , my lovely son Feisaly Seif and my lovely daughter Fahmati Seif for their great love, support , tolerance, advises and prayers which helped me to reach this successful stage. God bless them.

ACKNOWLEDGEMENT

I would like first to thank the Almighty God whose has given me good health, courage and ability to achieve and accomplish this study since without God nothing is possible. The accomplishment of this study was possible due to the contributions of various people since they provided me moral and economic support, which played great role in making this study to succeed. However few people can be mentioned down to represent others.

First of all, I wish to express my sincere gratitude to my supervisor Professor, Emmanuel N. Babyegeya for his helpful heart, corrections, comments, opinions, guidance and positive criticism that helped much to shape the organization of this work.

Thanks are extended to District Executive Director (DED) of Urambo district for allowing me to conduct this study in Urambo district. Also my special thanks go to Urambo district educational officer (DEO), Madam Sara Nalogwa for her support during my study.

My special thanks to my mother Hadija Hamiss, my lovely wife Hamida Waziri , my lovely son Feisaly Seif and my lovely daughter Fahmati Seif for their great love, support , tolerance, advises and prayers which helped me to reach this successful stage.

Also special thanks go to my head of school Mr. Simfukwe B.Mathias for his moral and economic support to pursue this study.

ABSTRACT

The study focused on teachers' misconduct on students' learning and performance in Urambo district. The objectives of the study were to assess factors for teachers to behave unprofessionally, to examine the most occurring teachers' misconduct behaviours in Urambo district, to examine relationship between teachers' demonstrated misconduct behaviours and students' performance, to determine which strategies can be used to minimize teachers' misconduct behaviours for better teaching and learning processes. The study employed mixed research approach whereas both quantitative and qualitative approaches were employed to collect and analyze data on teachers' misconduct behaviours. Quantitative research approach was used to collect numerical and statistical data, which allow testing hypothesis systematically on teachers' misconduct behaviours while qualitative approach was used to collect non numerical data which allows exploring ideas and experiences in depth about teachers' misconduct behaviours. This study involved six wards and six schools in which six (06) heads of schools, thirty (30) Teachers, One (01) Teachers' Services Commission office, One (01) District educational officer, One (01) District academic officer, 60 students and 10 community members making total of 109 participants. The study identified factors for teachers' misconducts, common teachers' misconduct behaviours in school level, how teachers' misconduct behaviours affects teaching and learning process which in turn affects students' performance and provided possible strategies to alleviate such problem in the society.

Keywords: Teachers' Misconduct on Students' Learning and Performance

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM	1
1.1 Introduction	1
1.2 Background of the Problem	1
1.3 Statement of the Problem	7
1.4 General Objective.....	8
1.5 Specific Objectives.....	8
1.6 Research Questions	9
1.7 Significance of the Study	9
1.8 Scope of the Study	9
CHAPTER TWO	11
LITERARURE REVIEW	11
2.1 Introduction	11
2.2 Professional Ethics and Professionalism of Teachers	11

2.3	Teachers' Professional Code of Conduct.....	13
2.4	England Teacher's Codes of Conducts	15
2.5	South Africa Teachers Codes of Conducts	15
2.6	Code of Ethics for Educators in Kenya.....	16
2.7	Code of Ethics and Conduct for the Public Service in Tanzania	17
2.8	The Theory of Professions and Professionalism of Teachers	17
2.8.1	Archetypes and Attributes.....	17
2.8.2	The Professionalization Project.....	18
2.8.3	High Expectations in Modern Society	19
2.8.4	The Logic of Professionalism	19
2.8.5	The Ethical and Altruistic Character of Professions and the Role of Trust.....	20
2.9	Factors for Professionalism.....	20
2.10	Misconducts of Teachers.....	22
2.11	Empirical Studies from Developed Countries.....	26
2.12	Empirical Studies in Africa	26
2.13	Empirical Studies in Tanzania	27
2.14	Synthesis and Knowledge Gap.....	30
2.5	Conceptual Framework	30
	CHAPTER THREE	32
	RESEARCH METHODOLOGY	32
3.1	Introduction	32
3.2	Research Approaches	32
3.3	Research design.....	32
3.4	Targeted Area.....	33

3.5	Sample and Sample Size	33
3.6	Sampling Techniques	34
3.7	Method of Data Collection.....	35
3.8	Questionnaire	35
3.9	Interview	35
3.10	Focused Group Discussion.....	36
3.11	Documentary Review	36
3.12	Validity of the Study	36
3.13	Reliability of the Study	37
3.14	Ethical Consideration	37
	CHAPTER FOUR.....	39
	PRESENTATION AND DISCUSSION OF THE FINDINGS	39
4.1	Introduction	39
4.2	Factors for Teachers' Misbehaviours in Urambo District.....	39
4.2.1	Poor Leadership And Weak Supervision of Teachers	39
4.2.2	Absence of In-Service Training	41
4.2.3	Lack of Motivation to Teachers	41
4.2.4	Poor Working Environment	42
4.2.5	Low Salaries and Delaying of Promotions.....	43
4.2.6	Laziness and Negligence.....	44
4.2.7	Lack of Unity and Conflicts	45
4.2.8	Infrastructures Problems	46
4.3	The most Occurring Teachers' Misconduct behaviours in Urambo District	46

4.3.1	Most Occurring Teachers' Misconducts in Urambo District According to DEO, DAO, TSC Officer and Parents through Interview Method	50
4.4	Relationships between Teachers' Misconduct Behaviours and Students' Performance	51
4.4.1	Teachers' Misconducts Encourage Truancy to Students which Contribute to Poor Learning and Performances	52
4.4.2	Teachers' Misconducts Results into Incompleteness of Topics and Make Students Fail to Attempt their Studies According.....	53
4.4.3	Teachers' Misconduct Behaviours Create Negative Attitude or Fear to Students which Contribute to Poor Learning and Performances of Students ..	53
4.4.4	Teachers' Misconduct Behaviours Encourage Indiscipline Problem to Students which in Turns affects Learning and Performances of Students.....	54
4.4.5	Teachers' Misconducts Create Psychological Problem to Students which Destruct Teaching and Learning and end up with Poor Academic Performance	55
4.4.6	Teachers' Misconduct Behaviours Create Disappointment to Students as Results Students Earn Poor Academic Performances	56
4.4.7	Teachers' Misconduct Behaviour Results into Absence of Seriousness and Cooperation Between Teachers Themselves and their Students.....	57
4.5	Strategies that can be used to Minimize Teachers' Misconduct Behaviours for Better Teaching and Learning Processes	58
4.5.1	Providing Motivation to Teachers.....	58
4.5.2	Better Salaries to Teachers.....	59
4.5.3	In-service Training	60

4.5.4	Proper Supervision of Teachers	61
4.5.5	Improving Working Environments	62
4.5.6	Frequent Inspections to Teachers	63
4.5.7	Avoid Unnecessary Loans.....	63
4.5.8	Conflict Resolution and Self Awareness.....	64
4.5.9	Fair Punishment to Students.....	65
4.6	Construction of Infrastructures	65
	CHAPTER FIVE	68
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	68
5.1	Introduction	68
5.2	Summary of the Study.....	68
5.2.1	Summary of the Findings	69
5.2.2	The Findings on Factors Causing Teachers to behave Unprofessionally	69
5.2.3	The Findings on the most Occurring Teachers’ Misconduct Behaviours in Urambo District.....	70
5.2.4	The Findings on Relationship between Teachers’ Demonstrated Misconduct Behaviours and Students’ Academic Performance	71
5.2.5	The Findings on the Strategies that can be used to Minimize Teachers’ Misconduct Behaviours for better Teaching and Learning Processes	72
5.3	Conclusion.....	73
5.4	Recommendation for Actions	73
5.5	Recommendation for Further Studies	74
	REFERENCES.....	75
	APPENDICES	80

LIST OF TABLES

Table 4.1: Factors for Teachers to Misbehave in Urambo District	40
Table 4.2: The most Occurring Teachers' Misconduct behaviours in Urambo District.....	47
Table 4.3: Relationships between Teachers' Misconduct Behaviours and Students' Performance	51
Table 4.4: Strategies that can Minimize Teachers' Misconduct Behaviours	58

LIST OF FIGURES

Figure 2.1: Conceptual Framework 31

LIST OF ABBREVIATIONS

DAO	District Academic Officer
DEO	District Educational Officer
IBIS	Integrated Business Information Systems
NNED	National Network to Eliminate Disparities
SACE	South African Council for Educators
SRB	Sexual Related Behaviours
TSC	Teachers' Service Commission
TSD	Teachers Service Department
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examination Council
WB	World Bank

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter provides the background of the problem, states the research problem, and the general and specific objectives. Also, in this chapter, the research questions are stated before the significance of the study and scope of the study.

1.2 Background of the Problem

It should be taken into the mind that teachers play crucial and important role toward enhancing students' performance in academic disciplines through stimulating learning environment to ensure that all students reach their full potential. Teachers act as role models within themselves for their students since students tend to imitate their behaviours. They instil values and morals that will influence lives of their students. Teachers' ethics are regarded as key components that can help learners or students to perform well in their academic areas as well as imparting values and morals, culture and behaviours that influence their lives.

In other words, as ethical conduct, teaching ethically involves making reasoned decisions about what to do in order to achieve the most good for learners. Growing body of evidence globally indicating that teachers, educators, and lecturers engage in professional misconduct (Adelabu 2005; Fauske, Mullen, & Sutton 2006). Teachers play a pivotal role as front liners in every education system. Their role is not simply that of disseminating knowledge or imparting information. They are role models within themselves for their students who, consciously or subconsciously, emulate their

behaviour. They instil values and mores that will influence the lives of their students. They have a responsibility to understand the needs of their students even outside the school walls. The relationship between teachers and students is a very important and sensitive one. It must be built on strong foundations, stemming from mutual respect and trust as well as on the highest of ethical standards to ensure that student perform well on their studies. Unfortunately, some misconduct behaviours have been performed by some unethical teachers to the extent that such misconduct affect teaching and learning process as well as performance of teachers themselves, as well as students.

Ethics have different meaning according to concepts. Sometimes ethics means moral values and other times it means legal limitation on behaviour and understood community standards (Ozturk, 2010). According to the International journal of innovation, creativity and change (2019), Ethics means character, decency or customs. As a subject, ethics will be related to the concepts possessed by individuals or groups to assess whether the actions that have been done are wrong or right, bad or good.

Biswal (2016) defines ethics as” the practical science of morality of human conduct concerning with norms and behaviour”. In this case ethics are principles of judgment and conduct that analyses what is bad and what is good. Code of ethics is fundamental principles that guide general terms of ethical and moral responsibilities (Ncoss, 2015). So ethics should be defined as, the general guideline of human behaviour.

Professional ethics is the teachers’ guide in carrying out their duties as an educator. The teaching performance of teachers is a variable that is influenced by variables of

professional ethics (Buntoro, 2014). In Tanzania, Teachers 'service commission (TSC) justifies the importance of teachers' ethics as a key for students' performance. First, for decades, curriculum meant for teacher education programs in Tanzania has concentrated mainly on the Cognitive and pedagogical domains. Ethics, which is equally crucial dimension in the teaching profession, has been largely neglected. So often, teachers are implicated in sexual related behaviours (SRB) with their clients theft and academic dishonesty, (Anangisy; 2010).

Heidari et.al (2015) argues that, professional ethics among teachers may cause such teachers' ethics to transmit to students automatically and students will follow such teachers as role model in their affairs and make efforts in prospering evaluating themselves and their future working conditions. Students learn ethics from their teachers as they learn from their parents in homes. Due to their influential role in their surrounding environment teachers are required to be equipped with ethical science and behaviours and be familiar with its principles.

Ethics is normative standard behaviour in the form of moral values, norms and good things. Ethics in education are very much needed in supporting sustainability of values in society. A teacher in addition must pay attention to existing values and must also comply with ethics that apply in their environment (Gunawan, 2015). Teacher in every action must think whether it is right and wrong to do. Observing whether the action is in accordance with values prevailing in society and whether the action is appropriate for a teacher who is a role model for their students.

The Code sets out the key principles of good conduct and practice for teachers. It is intended to guide teachers' practice judgement and decisions and inform parents, and

the community of these standards. It also informs members of the community of the standards expected of teachers. The Code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct practices as professional teachers (The Council for the Teaching Profession in Malta; 2012).

Salehnia and Ashraf (2015) insist that, teachers' professionalism affects the role of the teacher and his or her pedagogy, which in turn affects students' ability to learn effectively. It is shown that increase commitment of teachers to professional ethics, student self esteem is increased too. Teaching may be considered as a profession in its own path, and one that need a great professional proficiency. Also it needs its own codes of ethics, which may be included in a set of ethical principles (Ashraf et.al, 2017).

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". Professional ethics can best be synthesized (and simplified) as a set of beliefs that a teacher accepts concerning relationships with students, colleagues, employers, and parents (or guardians and caregivers of children), all of whom are stakeholders in the life of the teacher. These principles guide the teacher in their daily activities in working with their stakeholders.

Wynne (1995) argues that, "Teachers' first moral obligation is to provide excellent instruction". Teachers with high level of moral professionalism has obligation to help

student to learn. Teachers with such sense of obligation demonstrate their moral or ethical professionalism by: (i) coming to work regularly and on time; (ii) being well informed about student matters; (iii) planning and conducting classes with care; (iv) regularly reviewing and updating instructional practices (v) cooperating with, or if necessary confronting parents of underachieving students; (vi) cooperating with colleagues and observing school policies so the whole institution works effectively and (vii) tactful but firmly criticizing unsatisfactory school policies and proposing constructive improvement.

Greenstone (2018), argues that, professional ethics is demonstrated by these features: (i) the existence of individual awareness of rules and values that have been applied and agreed upon (ii) the willingness of individuals to engage in dialogue with organization entities (iii) ethics are used as guidelines for interaction between all members of organization. Teaching is a professional and has professional ethics, which must guide all teachers.

According to Analise and Baret (2005), ethical teachers are defined by these components: (i) honest, refers to a facet of moral character and denotes positive, virtuous attributes such as integrity, truthfulness and straight forwardness along with absence of lying, cheating or theft (ii) integrity; is a concept of consistency of actions, values, methods, measures, principles, expectations and out comes (iii) transparency, this implies openness, communication and accountability (iv) accountability, is the concept in ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, being answerable and blameworthiness (v) respect, denotes both positive feelings of esteem for a person or

other entity and also specific actions and conduct representative of that esteem (vi) confidentiality, it means some kind of communication between a person and one of those professionals are privileged and may not be discussed or divulged to third parties.

In this case, teachers' misconduct in ward secondary school is a big problem that may have contribution on the behaviours of students including poor academic performance of students since some of teachers do not behave according to professional teaching codes of conduct.

In Tanzania, despite various orientations and training based on professionalism offered to teacher trainees in Teachers' colleges, presence of code of ethics and conduct for teachers and the measures taken by Teachers Service Department (TSD) against teachers' professional misconduct, the problem of teachers' misconduct still continues in school. Professional misconduct has serious negative implication for students' achievement, the status of teaching profession, the culture of the society and may deny students' basic rights to education (Anangisye & Barret, 2005).

A study by Batwel (2013) revealed the professional misconduct in Sumbawanga Municipality and rural districts that included absenteeism, drunkenness, sexual abuse, examination fraud, abusive language, drug abuse, and unethical dressing. Despite all the values, qualities and importance given to teachers, still professional misconduct among teachers is an alarming problem all over the world (Anangisye & Berret, 2005).

Mabagala (2016) argues that, ethical misconduct in secondary schools have been experienced as the results of poor living condition for teachers, poor school management and leadership, lack of teachers' residence around school, lack of motivation, overloaded classroom and lack of parent care. Also teachers' misconduct behaviour in secondary schools are resulted from poor remuneration, failure to fulfil teachers' needs and lack of frequent visit by educational officials. However, some misconduct such as financial mismanagement, absenteeism, negligence of duty and lateness were noted to be prevalent in some secondary schools.

Mgonja (2019), there are various factors which may lead misconduct among employees and such factors include health problem, environmental factors such as distance from work place, transport problem, relationship with management and other workers, individual behaviours such as commitment with job, individual life style, like too much drinking alcohol and drug abuse. These factors may differ from one person to another or from one organization to another.

1.3 Statement of the Problem

Unethical behaviour of some teachers such as sexual harassment, improper dressing, examination malpractice, corruption,, absenteeism, alcoholism and drug abuse have been common among secondary school teachers in Urambo district to the extent of becoming a challenge to the work of teachers and to the learning of students. Under such conditions there is dilemma on how teachers of these behaviours can continue to be honest, accountable, respectful, of integrity, transparent and confident. This study would like to see the extent to which such behaviours are affecting the teaching and learning process and thus, the academic performance to some students.

Despite various orientations and training based on professionalism offered to teacher in teachers' colleges the presence of code of ethics and conduct for teachers and the measures taken by Teachers Service Department (TSD) against teachers' professional misconduct, the problem of teachers' misconduct still continues in school.

This study targeted at assessing teachers' misconducts on students' academic performance in ward secondary schools in Urambo District so that it can suggest to the authorities proper and effective ways of curbing this situation in order to take actions of which will bring positive impact on students' academic performance. The knowledge gap in this research shows the scope of misconduct of teachers and how such situation affect students' academic performance since the previous studies concentrate much on cognitive and pedagogical domains and neglecting teachers' ethics which is crucial section in teaching professional.

1.4 General Objective

This research seeks investigate how teachers unprofessional behaviours affect the teaching and learning process.

1.5 Specific Objectives

- (i) *To assess factors* for teachers' to behave unprofessionally
- (ii) To examine the most occurring teachers' misconduct behaviours in Urambo district
- (iii) To examine relationship between teachers' misconducts and students' performance.

- (iv) To determine which strategies can be used to minimize teachers' misconducts for better teaching and learning processes.

1.6 Research Questions

- (i) What are the factors causing teachers to behave unprofessionally?
- (ii) What are the most occurring teachers' misconduct behaviours in Urambo district?
- (iii) How teachers' misconduct affect students' academic performance in Urambo district?
- (iv) Which strategies can be used to minimize teachers' misconduct behaviours in Urambo district?

1.7 Significance of the Study

This study is important for providing supportive evidences on effects of teachers' ethics misconduct behaviour to students 'academic performance in ward secondary school in Tanzania. This study help teachers, the policy makers, governments, educational stake holders, parents and community to understand significance of teachers' ethics to students' performance as well as helping each other in monitoring professional teaching code of conduct.

1.8 Scope of the Study

The study was conducted in Urambo District, which is found in Tabora region. It involved six wards and six schools in which heads of schools, Teachers, TSC officers, DEO, DAO, students and other community members were included in this study. The main focus was identifying common teachers' misconduct behaviours in schools, how

teachers' misconduct affect student' academic performance in Urambo District and which strategies could be used to minimize teachers' misconduct behaviour in Urambo District. Also this study analyses measures to be taken by authorities in Urambo District to solve teachers' misconduct behaviours in promoting teaching and learning process for better academic performance of students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focused on related literature review in relation to this study. It presents professional ethics and professionalism of teachers, teachers' professional code of conduct, theory of professions and professionalism, factors for professionalism, unethical misconduct of teachers (Worldwide, in Africa and in Tanzania), Knowledge gap and conceptual framework.

2.2 Professional Ethics and Professionalism of Teachers

Professionalization is a sociological project relating to the authority and status of the (teaching) profession and professionalism as pedagogical project concerned with the internal quality of teaching as profession (Ivory & Andy, 1996).

Elena (2014) indicated that, professionalism is a term introduced by Hoyle in 1975, by defining two distinct aspects of teachers' professional lives: professional and professionalism. In fact, he explained the distinction as being between status-related elements of teachers' work, which he categorized as professionalism, and those elements of the job that constitute the knowledge, skills and procedures that a teacher uses in practice, and which he defined as professionalism. Professional ethics are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment. This means that all those in particular group will use the same professional ethics even though their values may be unique to each person.

Evans (2002), had given a new and more precise definition of the professionalism term: “an ideologically-, attitudinally-, intellectually- and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice” (Evans, 2008, p. 26) Teaching Professional Ethics is an Applied Ethics which has between the other objectives, two very action orientated ones: (i) to identify which are the moral professional values and the standards which confirm a moral teacher behaviour in a concrete society and (ii) to present the education strategies under which a Personal Professional Moral could be develop in time, during the teaching practice.

Professional ethics is the teachers’ guide in caring out their duties as an educator. The teaching performance of teachers is a variable that is influenced by variables of professional ethics (Buntoro, 2014). Biswal (2016) defines ethics as” the practical science of morality of human conduct concerning with norms and behaviour”. In this case ethics are principles of judgement and conduct that analyses what is bad and what is good. Code of ethics is fundamental principles that guide general terms of ethical and moral responsibilities (Ncoss, 2015). So ethics should be defined as, the general guideline of human behaviour.

Salehnia and Ashraf (2015) insist that, teachers’ professionalism affects the role of the teacher and his or her pedagogy, which in turn affects students’ ability to learn effectively. It is shown that increase commitment of teachers to professional ethics, student self esteem is increased too. Teaching may be considered as a profession in its own path, and one that need a great professional proficiency. Also it needs its own codes of ethics, which may be included in a set of ethical principles (Ashraf et.al,

2017). Heidari et.al (2015) argues that, professional ethics among teachers may cause such ethics to transmit to students automatically and students will follow such teachers as role model in their affairs and make efforts in prospering evaluating themselves and their future working conditions. Students learn ethics from their teachers as they learn from their parents in homes. "Due to their influential role in the surrounding environment, teachers are required to be equipped with ethical science and behaviour and be familiar with its principles.

2.3 Teachers' Professional Code of Conduct

The Code sets out the key principles of good conduct and practice for teachers in Malta and Gozo. It is intended to guide teachers' practice judgments and decisions and inform parents, and the community of these standards. It also informs members of the community of the standards expected of teachers. This Code of Ethics and Practice was drawn up by educators for educators and contains the commitments that a professional has towards the students or pupils and their parents or guardians or carers as well as to other members of the profession, (The Council for the Teaching Profession in Malta, 2012).

According to the International journal of innovation, creativity and change (2019), Ethics means character, decency or customs. As subject ethics will be related to the concepts possessed by individuals or groups to assess whether the actions that have been done are wrong or right, bad or good. Greenstone (2018), argues that, professional ethics is demonstrated by these features: (i) the existence of individual awareness of rules and values that have been applied and agreed upon (ii) the willingness of individuals to engage in dialogue with organization entities (iii) ethics

are used as guidelines for interaction between all members of organization. Teaching is a professional and has professional ethics, which must guide all teachers.

According to Anangisye and Baret (2005) ethical teachers are defined by these components: (i) Honest; refers to a facet of moral character and denotes positive, virtuous attributes such as integrity, truthfulness and straight forwardness along with absence of lying, cheating or theft (ii) Integrity; is a concept of consistency of actions, values, methods, measures, principles, expectations and out comes (iii) Transparency; this implies openness, communication and accountability (iv) Accountability; is the concept in ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability and blameworthiness (v) Respect; denotes both positive feelings of esteem for a person or other entity and also specific actions and conduct representative of that esteem (vi) confidentiality; it means some kind of communication between a person and one of those professionals are privileged and may not be discussed or divulged to third parties.

The six key principles that teacher should observe are (i) Maintain trust in the profession, Base their relationship with students on mutual trust and respect; Have regard to the safety and wellbeing of students under their responsibility; Respect the uniqueness and diversity of the learning community they are part of; Work in a collaborative manner with colleagues and other professionals; Develop and maintain good relationships with parents, guardians and careers; Act with honesty, integrity and fairness; Be sensitive to the need for confidentiality where appropriate; Take responsibility for maintaining the quality of their professional practice; Uphold public

trust and confidence in the teaching profession; and Create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective(ii) Maintain Professional Relationships with Students Members of the Teaching Profession shall: Maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid in appropriate communication via any form of media and avoid inappropriate relationships with students. The members of the teaching profession are duty bound and are ultimately responsible to maintain a professional distance (iii) Respect the Uniqueness and Diversity of Students (IV) Work in a Collaborative Manner with Colleagues, Parents, Guardians and Careers (v) Act with Honesty and Integrity (VI) Keep their Professional Knowledge and Practice Up to date, (The Council for the Teaching Profession in Malta, 2012).

2.4 England Teacher's Codes of Conducts

England teacher's codes of conducts, Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils, Mwafrikasili (2013).

2.5 South Africa Teachers Codes of Conducts

South Africa teachers codes of conducts, Teacher codes of conduct in south Africa is adjusted by South African Council for Educators (SACE) to oversee teachers moral and professionalism and this codes applies to registered or provisionally registered

with the SACE African Council for Educators must abide with the prescribed code; Acknowledge the noble calling of their profession to educate and train the learners of our country, acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country, Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa, Commit them therefore to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code and act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute, (Mwafrikasili, 2013).

2.6 Code of Ethics for Educators in Kenya

Code of ethics for educators in Kenya; a teacher's assigned duties shall take precedence over all his or her other activities. In the performance of these duties, the following standards shall apply (i) Maintenance of professional competence (ii) Adherence to the provisions of the Code of Regulations for Teachers and this Code (iii) Patience, dignity, and courtesy to all stakeholders with whom he/she deals with in an official capacity (iv) Prompt, efficient, lawful, reasonable and procedural fairness in the execution of responsibilities (v) Demonstration of honesty and impartiality in the conduct of public affairs (vi) Non engagement in activities that amount to abuse of office (vii) Accuracy and honesty in representation of information to the public (viii) Non engagement in wrongful conduct in furtherance of personal benefit (ix) Prudent management of public resources (x) Maintenance of proper official records, (Mwafrikasili, 2013).

2.7 Code of Ethics and Conduct for the Public Service in Tanzania

Code of ethics and conduct for the public service in Tanzania, These codes have been made by the Minister of State, President's Office Public Service Management under the Authority of Section 34 of the Public Service Act, 2002 and Regulations 65(1) of the Public Service Regulations, 2003. In order for the Public Service to be efficient and respected, public servants shall behave, conduct and observe the Code of Ethics and conduct as stipulated are: Pursuit of Excellence in Service, Loyalty, Diligence, Impartiality, Integrity, Accountability, Respect of Law and Proper use of Official information. (Mwafrikasili, 2013).

2.8 The Theory of Professions and Professionalism of Teachers

In the past century, the sociological discourse on professions and on the professionalism of teachers has used different and shifting perspectives, emphasizing different aspects of professionalism. The studies of relevant literature on professions have identified five different perspectives on professionalism (Evetts 2006).

2.8.1 Archetypes and Attributes

One way of looking at the professionalism of teachers is by comparing them to classical professions like doctors or lawyers and to identify similarities and differences. Using these classical professions as ideal examples, typical characteristics were derived which could be used to separate between professions and non-professions and to identify similarities or differences with other occupations. In this approach, the focus is on identifying categories for occupational classification (Gewirtz et al 2009), where the classical professions are considered as archetypes of 'true professions'. Typical attributes are: (i) Professional autonomy, through

professional monopoly of the members of the profession who have control over their own work (ii) Control over entry requirements to the profession and the further professional development of the individual members. Professions also have the power to judge, and subsequently even to exclude, members who do not keep to the professional standards and ethical code of that profession. (iii) An ethical code as a means to win the trust of the public and public bodies (often governments) that have the power to license the profession and its members; and to serve as a guideline for good conduct of the members of that particular profession. (iv) A strong academic knowledge base (Abbott 1988), consisting of formal or technical knowledge (Goodson and Hargreaves 1996). “Academic knowledge legitimises professional work by clarifying its foundations and tracing them to major cultural 4 values. In most modern professions, these have been the values of rationality, logic, and science. Academic professionals demonstrate the rigor, the clarity, and the scientifically logical character of professional work” (Abbott 1988: 54). (v) Freedom of establishment. Members do not have a job contract but are independent and self employed. (Snoek, Swennen and Van der Klink 2009).

2.8.2 The Professionalization Project

A second way of looking at professionalism is by strengthening the ‘professionalization project’ (Larson 1977) with the emphasis on the development of a professional body that restricts the entrance to the profession, thus creating and maintaining a monopoly position from which the profession can safeguard its quality and be involved in debates about power, influence, status and bargains about working conditions and professional autonomy. The professionalization project In this perspective, the focus is not on an idealized concept that acts as a frame of reference

to judge all occupations that want to call themselves profession, but on the process of growing self-awareness of an occupational group, on professionalism as an aspiration target (Power 2008). In this process the focus can be on the development of the knowledge base of a profession, on the improvement of standards for professional performance, on restricting the unlicensed entrance into the profession, the development of mechanisms for self-control and self accountability and on defining ethical codes to emphasize explicit professional virtues.

2.8.3 High Expectations in Modern Society

A third way of looking at professionalism of teachers is by focusing on expectations in the present day competitive society. Present day post-modern and neo-liberal society can be characterized by a strong emphasis on economic and technological changes. Economic changes have led to a stronger globalized, market oriented and competitive perspective with stronger central regulations (Gewirtz et al 2009). This changing market oriented context for society and schools has resulted in changes in the expectations not only towards school leaders, but also towards teachers, emphasizing accountability, rationality, competitiveness and control, (Evans 2008; Goodson and Hargreaves 1996; Robertson 1996).

2.8.4 The Logic of Professionalism

A fourth approach focuses on fundamental differences between logics in the labour market. Although this approach tries to identify professions and non-professions, it differs from the traits approach, as the focus is not on studying manifestations of occupations in order to identify categories to classify occupations, but to search for the underlying and more fundamental logics that can explain the manifestation of

professions and non-professions. The logic of professionalism important work in this area has been done by Freidson (2001). He identifies three different logics, that of the bureaucracy, that of the free market and that of professionalism.

2.8.5 The Ethical and Altruistic Character of Professions and the Role of Trust

To strengthen this links between professional autonomy, competence and trust, several authors emphasis the moral character of professionalism. In this fifth approach to professionalism, the fundamental ethical and altruistic character of professions is emphasized (Crook, 2008; Lunt 2008). This ethical and altruistic character is connected to the power imbalance between professional and client. The role of professionals in their service to clients (like the service of teachers towards parents and pupils or students) asks for professional autonomy, which needs to be compensated by public trust based on the rigorous use of an ethical code.

2.9 Factors for Professionalism

In Hall's (1968) work on professionalism and bureaucratisation, he argued that professionalism be examined at two levels: the individual level and the organisational level. At the individual level, he identified five attributes as being important: use of the professional organisation as a major referent, belief in service to the public, belief in self-regulation, sense of calling to the field and autonomy for decision making. At the organizational level he recognized four distinct types of setting for professionalism to be demonstrated: (1) the autonomous individual in private practice or business where the professional is his own boss - the professional is the complete determiner of the course of action for each event and also the person responsible for all possible outcomes (2) the autonomous professional organization in which the work of the

professional is subject to his own rather than to external or administrative jurisdiction

- the professional together with his partners are the major determiners since they are the dominant source of authority
- (3) the professional as an employee subordinated to an externally derived system, with considerably lessened professional autonomy - examples here are professionals employed in public schools, libraries and social work agencies, all of which are affected by externally, often legislatively-based structuring;
- (4) the professional working in a department which is part of a large organisation - examples of this are the legal, training or research departments of many organisations.

Teachers conform to the third organisational setting, which is the heteronomous organisation. In this sense, the individual, rather than the organisational aspects of professionalism are likely to become more relevant in defining teacher professionalism.

According to Hoyle (1980), professionalism describes the quality of practice; it describes the manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients. Morrow (1988) also placed more emphasis on the individual aspects, preferring to define professionalism as the extent to which one is committed to one's profession, and noting that individual members can vary in the degree to which they identify with their profession and endorse its values.

Amalia (2014) revealed that teachers have an integrated view of professionalism and professional development and these notions are closely related to teaching profession. Teachers' knowledge and skills as well as their willingness to keep up with the current educational issues are promising factors for professionalism and professional

development. Research data of a case study in Greece confirm the issue, whereas a future whole-scale research on the topic could strengthen these findings.

2.10 Misconducts of Teachers

Teachers' misconduct is now a serious problem that seems to have defied all solutions. In most public secondary schools, tutors hardly resume work at 8.00am and even some of them who arrive late, sooner or later leave their duty post in the guise of going to pick one thing or the other. Sadly enough Fridays are gradually becoming non-working days in Nigeria, in government institutions (including public secondary schools) because of marriages or burial ceremonies. Moreover, some teachers deliberately stay away from work for selfish reasons without permission or official notification. Inadequate preparation for lessons and failure to write lesson notes also seem to reveal the lack of commitment of secondary school teachers to their work (Anna, 2018).

Rossouw (2013), argued that the incidences of misconduct among teaching staff in public secondary schools in South Africa is increasing at an alarming rate and that cases of misconduct include insubordination, dishonesty, absenteeism and late coming amongst others. It is now a common occurrence among some workers to keep away from work for many days within a month and receive their salaries at the end of the month without thinking of the consequences of their action on the organization.

Several factors, such as school leadership, work environment, lack of motivation, and teacher's attitudes towards the teaching profession may influence professional misconduct of teachers, including but not limited to acts of absenteeism, sexual abuse,

tardiness, alcoholism, dishonesty, and lack of accountability, (Mabagala, 2016). Responsible organs for code of conduct such as TSC are not properly dealing with teachers' misconduct behaviours the situation, which encourage continuation of unethical behaviours in educational institution (Osaki, 2012).

Some leaders' are failing to implement code of conduct due to lack of commitment to themselves and other people whom they are supervising as result they fail to advise others on all matters concerning with professional ethics especially in educational sections and due to such weakness teachers' tend to act in unprofessional way(Bower and Griffin, 2011).

Anna (2018) insisted that, the distant past in Nigeria, professional misconduct among teachers was uncommon. Presently, it is now a serious problem that seems to have defied all solutions. In most public secondary schools, tutors hardly resume work at 8.00am and even some of them who arrive late, sooner or later leave their duty post in the guise of going to pick one thing or the other. Sadly enough Fridays are gradually becoming non-working days in Nigeria, in government institutions (including public secondary schools) because of marriages or burial ceremonies. Moreover, some teachers deliberately stay away from work for selfish reasons without permission or official notification. Inadequate preparation for lessons and failure to write lesson notes also seem to reveal the lack of commitment of secondary school teachers to their work.

Mothermane, (2004) undertook a research on how principals manage educators' (teachers) misconduct in public secondary schools in Bochum district, Limpopo

province (South Africa) Nine out of the ten schools in the district were used. The results revealed that late coming is the most common form of educator misconduct in the schools that participated in the study. Furthermore, the findings indicated that absenteeism ranked next to late coming and that both forms of misconduct are more frequent on Mondays and Fridays.

Oghuvwu & Okpilike (2012) observed that there are some unethical conducts among teachers in schools and that they include truancy, lateness to school, drug abuse and improper dressing. Adeleke (2000) reiterated that truancy and persistent lateness are indicators of decreased commitment of the Nigerian worker and that if left unchecked, this negative attitude can account for low productivity.

The misconduct of teachers was also observed by the West African Examination Council. WAEC (2009) noted that more candidates fail in their examination due to lack of quality teaching compared to what most adults got during their school days. WAEC also discovered that candidates fail examination because they and their teachers hardly read nor make use of WAEC syllabus as a guide. From experience, the researcher has observed that some teachers in public secondary schools deliberately hawk different kinds of wares during official hours instead of teaching their lessons.

Unacceptable professional conduct is misconduct of a serious nature, falling significantly short of the standard of behaviour expected of a teacher. Misconduct outside of the education setting will only amount to “unacceptable professional conduct if it affects the way the person fulfils their teaching role or if it may lead to pupils being exposed to or influenced by the behaviour in a harmful way. In making a

judgement as to whether the behaviour demonstrated falls short of the standard expected of a teacher, a panel should draw on its own knowledge and experience of the teaching profession and the personal and professional conduct elements of the standards published by the Secretary of State (Teaching Regulation Agency, 2018).

In public secondary schools, misconduct behaviours have been regularly by students and teachers. Such misconduct include truancy, absenteeism, lateness to school campuses, alcoholism, use of drug abuse, examination cheating, forgery and malpractices, teachers lack privacy and confidentiality, sexual harassment, financial mismanagement, corruption and use of abusive language (Shapiro and Stefkovich, 2011).

Ngoma and Simatwa (2013), many students have had their dreams shattered due to pregnancies attributed to their teachers. Both students and teachers are engaging in sexual matters with student resulting to early pregnancies to female students and this can be contributed by social, economic as well as cultural factors surrounding students which can be used by unethical teachers to convince girls to engage in sexual intercourse so as to get particular favour or advantage.

Castro et al. (2007) identified teacher absenteeism (often without 'a clear cause'), lack of teacher personal discipline, and classroom management as issues that have a severe impact on lack of learning. Students in classes where teachers are absent do not receive appropriate instruction or are supervised by teachers not prepared for these classes.

2.11 Empirical Studies from Developed Countries

In America, violation of rules and regulations concerning with academic are done by school leaders and teacher which is unethical. School leaders and teachers are unjust, and inhumane in decision making where by students are harmed in school. About 78% of teachers are academically dishonest violating grading system on students marks, 47% of teachers are reported violating standardized tests and their policies and some of school leaders are making decision unethically, (Torres et al, 2015).

Torrington and Atkson (2011) argues that, in European countries, absenteeism in public secondary school is higher compared to private secondary schools. In UK, eight teachers were reported not attending at working stations due to absenteeism. 2.8% in Denmark, 3.5% in Norway, 3.9 in Sweden and 4.6% in Finland have been reported for absenteeism in their working stations.

2.12 Empirical Studies in Africa

In Cameroon, teachers' misconduct behaviour is much reported in public secondary schools and such misconducts include; drug abuse, lateness to working station, alcohol taking, abusive language to students and examination malpractices (Ngwokabunuei, 2015). IBIS/NNED (2009) argued that in Ghana, teachers' salaries are deducted and stopped due to negligence of duty such as teaching accordingly and sometimes teachers with misconducts are transferred to other working stations as result of fewer adherences to code of conduct.

In Nigeria and South Africa teachers have been reported working with immoral behaviours such as lateness, absenteeism, poor quality of teaching, dishonest and

truancy in public secondary schools. These misconducts reduce teaching production in education leading to failure of attaining core function of achieving good performance among the students. In East Africa, for example Kenya and Uganda, school leaders are advised to adapt democratic measures to their subordinates to reduce and avoid misconducts from teachers caused by management problems so as to achieve good performance to students (Jwan, 2017).

2.13 Empirical Studies in Tanzania

In Tanzania, there are evidences of widespread professional misconduct among teachers in almost all institutions of education from primary schools to higher learning institutions (Anangisye & Barrett, 2005). A study by Batweli (2013) revealed the professional misconduct of teachers in Sumbawanga Municipality and rural districts that included absenteeism, drunkenness, sexual abuse, examination fraud, abusive language, drug abuse, and unethical dressing. Similar observations were also made in a study by Anangisye and Barrett (2005). Batweli (2013) indicated that between 200 to 300 teachers in Tanzania were dismissed each year on grounds of professional misconduct.

In Tanzania, Teachers 'service commission (TSC) justified the importance of teachers' ethics as a key for students' performance, First, for decades, curriculum meant for teacher education programs in Tanzania has concentrated mainly on the Cognitive and pedagogical domains. Ethics, which is equally crucial dimension in the teaching profession, has been largely neglected. So often, teachers are implicated in sexual related behaviours (SRB) with their clients, theft, and academic dishonesty. (William A.L & Anangisye; 2010)

Daud (2017), made a study on Stakeholders' conceptions towards teachers' professional misconduct and various types of misconduct were identified among those misconduct were; alcoholism, negligence of duty, late coming, absenteeism, corporal punishment, unethical dressing, abusive language and sexual abuse. The findings of the study show that, alcoholism was the major misconduct. An employer is prohibited from allowing an employee to work if his or she will be under influence of alcohol. That means an employee who is under the influence of alcohol can affect work performance of either himself or herself and fellow employee. The drunkenness of teacher is a violation of trust between teachers and employee.

Teachers Service Department (2007), found that teachers' misconduct was among the serious hindering factor for teachers' commitment and teaching below the expected standard. For example in the 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 Tanzanians rates being above all three countries with 25% low attendance.

Ngoma and Simatwa 2013, many students have had their dreams shattered due to pregnancies attributed to their teachers. Both students and teachers are engaging in sexual matters with student resulting to early pregnancies to female students and this can be contributed by social, economic as well as cultural factors surrounding students which can be used by unethical teachers to convince girls to engage in sexual intercourse so as to get particular favour or advantage.

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).

Zebedayo (2015), "There is a myriad of indicators that demonstrate the decline of teachers' ethics in the country. Various studies done in the country and statistics from TSD Headquarters indicate a tremendous increase in cases of teachers' misconduct. Also mass media such as newspapers, radios and television have been reporting a number of cases of unprofessional practices committed by teachers in different parts of the country". Such indicators included; sexual exploitation, private tutoring, examination fraud, Illegal Payments, Ghost Teachers and Corporal Punishment.

Anangisyé and Barret (2005), provided a categorization of the types of misconduct mentioned most frequently by students, teachers, administrators and law enforcers. The four categories used are corruption, abusive behaviour to others, behaviour inappropriate to status, and purposeful dereliction of duty. Corruption is associated with leakage or cheating in examinations, securing or awarding a position for illegitimate reasons and mismanagement of school resources.

World Bank (1995) verified that in Tanzania 38% of teachers were absent for a minimum of two days in the school per Week. The survey also reported that a large proportion of absence are for legitimate reasons such as illness or attendance at in-service training but that teachers' truancy featured in interviews with Inspectors and

Education officers. UNESCO (2005) Global monitoring report revealed high level absenteeism in Tanzania which it attributed to professional standards and lack of support or control by education authorities.

2.14 Synthesis and Knowledge Gap

With regard to literature review, most of researches or studies focused much on sources and types of teachers' misconduct behaviours and little attention is given on side effects of such misconduct behaviours on students' academic performance. This study has investigated to what extent teachers' misconduct behaviours affect students' academic performance in ward secondary school.

2.5 Conceptual Framework

Conceptual framework is a network, or "a plane," of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy. Conceptual framework analysis offers a procedure of theorization for building conceptual frameworks based on grounded theory method. The advantages of conceptual framework analysis are its flexibility, its capacity for modification, and its emphasis on understanding instead of prediction (Jabareen, 2009).

This conceptual framework will help the researcher to explore the prevalence and sources of teachers' professional misconduct and effect on students' academic performance.

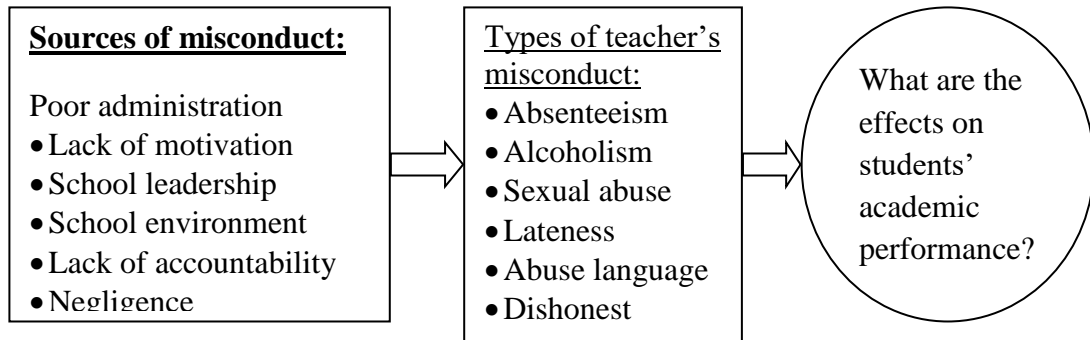


Figure 2.1: Conceptual Framework

Source: Literature Review (2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents and discusses the methodological approaches of the study. It presents the study area and its justification, research approach, research design, population, sample and sampling techniques. Also this chapter presents types of data and data sources, methods of data collection, data analysis procedures, presentation and ethical consideration in research.

3.2 Research Approaches

The study employed mixed research approach whereas both quantitative and qualitative approaches were employed to collect and analyse data on teachers' misconduct behaviours. Quantitative research approach was used to collect numerical and statistical data, which allow testing hypothesis systematically on teachers' misconduct behaviours while qualitative approach was used to collect non numerical data which allows exploring ideas and experiences in depth about teachers' misconduct behaviours. The approach was considered to be appropriate as it allowed researcher to triangulate the findings of the study from the separate qualitative and quantitative data.

3.3 Research design

This study used descriptive survey design, which enabled to collect data from big area of Urambo district. Neuman (2000) argues that descriptive cross section survey research is helpful in indicating trend in attitude and behaviour, and generalization of

finding of the research study to be done. The reason behind this design is that, it helped to get accurate and valid information of the topic. Also descriptive survey research design helped to describe problem of teachers' misconduct behaviours in Urambo district.

3.4 Targeted Area

The targeted population in this study was Urambo district; this district has eighteen wards and seventeen public secondary schools as well as seventeen heads of secondary schools. Urambo district has 238 public secondary school teachers. The selection of this population was targeting to get information from educational stakeholders and people who are dealing with educational matters to see the problem of teachers' misconduct behaviours and its impact on student' performance. The main focus was identifying common teachers' misconduct behaviours in school level, how teachers' misconduct behaviours affects teaching and learning process which in turn affects students' performance and possible strategies to alleviate such problem in the society.

3.5 Sample and Sample Size

This study involved six wards and six schools in which six (06) heads of schools, thirty (30) Teachers, One (01) Teachers' Services Commission officer, One (01) District educational officer, One (01) District academic officer, 60 students and 10 community members making total of 109 participants. The selection of suggested participants was based on nature of data to be collected because such data need experienced people on teaching and learning process as well as students and parents who familiar with educational matters.

3.6 Sampling Techniques

Sampling can be used to make inference about a population or to make generalization in relation to existing theory. In essence, this depends on choice of sampling technique. In general, sampling techniques can be divided into two types: Probability or random sampling and non- probability or non- random sampling, (Hamed, 2016).

In this study two sampling techniques were used to get 109 participants due to the availability of resources, time and availability of respondents, and such techniques are convenience sampling and purposive sampling. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of non probability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study.

It is also referred to the researching subjects of the population that are easily accessible to the researcher (Etikan et al, 2016). So this technique was suitable because it provided a chance to researcher to get respondents who are easy accessible due to their geographical proximity, time factor, resources, and the willingness to participate in the study. This technique was used to get data from teachers, students and parents.

Another technique is purposive sampling technique, also called judgement sampling, and is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known

and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Etikan et al, 2016). This technique was suitable because it enabled the researcher to get clear information from participants with experiences on researched topic. This technique will be used to get data from District education officer, District academic officer, TSC officers and Head of schools. Also the study used this technique due to shortage of resources such as money and time and need to collect depth information from selected sample.

3.7 Method of Data Collection

In collecting data of this study different methods of data collection were used and such methods are: questionnaire, interview, focus group discussion and documentary review.

3.8 Questionnaire

This method was selected because it helped to collect data from scattered respondents and large area. The kind of data collected were primary data because they were collected directly from respondents or field. Heads of schools and teachers were given questionnaires to provide their responses on different question about teachers' misconduct behaviours and its impact on students' performance.

3.9 Interview

This method was selected because helped researcher and respondents to ask more clarification on some issues concerned with teacher's misconduct behaviours. The kind of data collected were primary data since researcher was recording responses from respondents. District educational officer (DEO), District Academic offer, TSC

officer and 10 members of community were interviewed about teachers' misconduct behaviours and its impact on students' performance.

3.10 Focused Group Discussion

This method was selected because it helped researcher to collect a lot of data within short period of time since more than eight people were collected at once to discuss issue of teachers' misconduct behaviours. This method was used to collect data from students by organizing a small group discussion in which students provided their views and opinions on teachers' misconduct behaviours and implications on their studies. The kind of data collected was primary data since researcher was monitoring and recording views and suggestion from students on teachers' misconduct behaviours and its impact on their studies.

3.11 Documentary Review

During the study various school documents were reviewed such documents included teacher's attendance register book, staff meeting documents, class journals, students exercises, subject log-books and students' attendance registers.

3.12 Validity of the Study

Questionnaire and interviews, documents review and focus group discussion were administered in order to check whether data collected using one instrument correlate with data collected using other instruments of data collection. After validation of data there was no big difference of data collected from various instruments of data collection the situation which proved the validity of data collected and provided an

image of achieving objectives of the study. Also assistance from supervisor helped much to ensure the validity of data collected and validity of the study in general.

3.13 Reliability of the Study

To ensure reliability of the study the research gave brief explanation on the purpose of the study so that participants to be free and open to provide their opinions and answers without any influence from others. Also the researcher organized interview and focus group discussion in order to get raw data from respondents by clarifying on some question and making them clear to respondents. Apart from that questionnaire were distributed to participants and participants were given ample time to provide feedback without any influence.

3.14 Ethical Consideration

This study ensured that all ethical principles pertaining to the research work are taken into consideration in all stages including before, during and after data collection. Before data collection, the researcher asked permission from authorities in order to conduct research especially from Open University of Tanzania, Urambo district and other institutions that were to be involved in data collection. The researcher also gave out essence of conducting research to respondents in order to get the informed consent.

In quantitative data, the first stage of data was data preparation, where the aim was to convert raw data into something meaningful and readable. It included three steps; data validation, data editing and data coding. Quantitative data analysis included three steps; data validation, data editing and data coding. Quantitative data analysis methods

used is descriptive statistics and inferential statistics. Descriptive statistics (also known as descriptive analysis) helped to summarize the data and find patterns. A few common descriptive statistics used were; percentage, frequency and range. Inferential statistics used to show relationship between variables for generalization of results and make predictions. The kind of data ordered, cleared and coded was statistical or numerical data and were presented through tables in form of frequencies and percentage.

In case of qualitative data the following steps were observed; reading the data several times to get familiar with it and start looking for basic observations or patterns, revisited the research objectives and identified the questions that can be answered through the collected data, coding or indexing which involved identifying broad ideas, concepts, behaviours, or phrases and assigns codes to them, lastly once data were coded, the researcher started identifying themes, looking for the most common responses to questions, identifying data or patterns that answered research questions, and finding areas that can be explored further.

After data analysis conclusion and recommendation was made based on the relationship between the demonstrated teachers unprofessional behaviours and academic performance of students in Urambo district schools.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The findings in this chapter are based on research objectives and research questions given to respondents for easy interpretation. The presentation of findings is based on research objectives, which are:

- (i) To assess factors causing teachers to behave unprofessionally.
- (ii) To examine the most occurring teachers' misconduct behaviours in Urambo district.
- (iii) To examine relationship between teachers' demonstrated misconduct behaviours and students' academic performance.
- (iv) To determine which strategies can be used to minimize teachers' misconduct behaviours for better teaching and learning processes.

4.2 Factors for Teachers' Misbehaviours in Urambo District

Respondents were asked to provide factors for teachers' misconduct behaviour and frequently mentioned factors are shown in the Table 4.1.

4.2.1 Poor Leadership And Weak Supervision of Teachers

From the findings in the Table 4.1, weak leadership and weakness in supervision of teachers discipline from school level to upper authorities contribute much in encouraging misconduct behaviours to some teachers. This factor was not only mentioned by DEO and TSC officer but also it was rated 33.3% by head of schools, 44.8% by teachers and 43.3% by students.

Table 4.1: Factors for Teachers to Misbehave in Urambo District

Statements	DEO		DAO		TSC Officer		Heads of School		Teachers		Students	
	F	%	F	%	F	%	f	%	F	%	F	%
Poor leadership and weak supervision	-	-	-		1	100	2	33.3	13	44.8	26	43.3
Absence of in-service training	1	100	1	100	1	100	3	50	16	55.1	-	-
Lack of motivation	1	100	-	-	1	100	2	50	15	51.7	-	-
Poor working environment	1	100	1	100	1	100	1	16.6	12	41.3	17	28
Low salaries and delaying of promotions	1	100	1	100	1	100	2	33.3	14	48.2	-	
Laziness and negligence	1	100	-	-	1	100	4	66.6	20	68.9	18	30
Lack of unit and conflicts	-	-	-	-	1	100	3	50	16	55.1	-	-
Infrastructures problems	1	100	1	100	1	100	3	50	10	34.4	39	65

It was observed that there is no strictly and close supervision of teachers by responsible authorities to extent that teachers are violating teaching professional codes and there is no any serious action taken upon them and bring negative impact in teaching and learning process which in the future affects students' learning and performance.

“In our school some teacher are not attending their periods effectively but the Head of school in not taking actions to them while the situation is affecting our learning process”, said one of the students.

Not only students that are blaming that authority is quiet to misconducts of teachers but also condemned their Heads of school for not taking actions against misbehaving teachers.

“If you check teachers' daily report book, you will find some teachers are not at school and some of them are coming late to school but no any action is taken upon them and habit is becoming as normal in our school but it violates teaching professional code of conducts which in turns affects students' learning and performance”, said one of teachers in school D.

Document reviewed proved that some teachers were not at school and some of them attend late at the working stations the situation which affect learning and teaching process which in turns affect students' performance.

4.2.2 Absence of In-Service Training

The result from the table above proves that, absence of in-service training to teachers is a factor that contributes to the existence of teacher' misconduct behaviours in school and contributes to violation of teachers' codes of conduct. This factor was presented by District educational officer, District academic officer, and TSC officer.

Also this factor was mentioned and rated 55.1% by teachers. It was observed that teachers have stayed in their working stations for many years and they have not attended any in-service training to update their professional codes of conduct the situation which makes them sometimes to go against their codes.

“It is my eighth year now since I was employed but I have never seen any in- service seminar to teachers to get new skills or update their teaching professional codes”, Said TSC officer.

It was observed that seminars are not conducted because there is no fund allocated for conducting them and makes some teacher not up to date in teaching professional and stick to old techniques of teaching, which bring massive and poor performance to students.

4.2.3 Lack of Motivation to Teachers

Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. Motivation involves the biological, emotional, social and cognitive forces

that activate behaviour. Kendra, (2020). From the findings above, lack of motivation is blamed as one of the reasons that contributes to the existence of teachers' misconduct behaviours which in turn affects teaching and learning process and bring poor learning as well as poor performance of students. This problem was mentioned by DEO, District educational officer and by TSC officer. This factor was mentioned and rated 50% by heads of schools and 51.7% by teachers.

According to respondents, teachers are working on difficult environment but responsible authorities do not take any action to motivate them and this makes them to be disappointed in doing work.

“I don't have a house near by school and I am living far from school but I try to my best level to make sure my students can learn effectively to meet their goals but authorities do not appreciate my work, this is so discouraging”, Said one of the respondents.

Due to the lack of motivation, some teachers are discouraged and do not devote their time to help learners in extra hours and at the end such students harvest poor results in their studies.

4.2.4 Poor Working Environment

The findings in the table above have shown that poor working environment is among of factors that contribute to violation of teaching professional codes. It was observed that some teachers are living far from school compound and they don't have offices to do their work effectively as result sometimes they fail to make evaluation of student accordingly, also overcrowded classes are difficult to make proper evaluation which makes learning to not to take place properly and bring poor performance to students.

This problem was raised by District educational officer, District academic officer and by TSC office. The same factor was raised and rated 16.2% by heads of school, 41.3% by teachers and 17% by students.

“Our school has no enough houses and our teachers are living very far sometimes they come late to school and some time they fail to mark our exercises because we are so many in one class”, Said one of the students.

From the findings, poor working environment facilitates poor evaluation of learners, discourages teachers in doing their work, which in turns affect teaching and learning process and bring negative impact to students’ performance.

4.2.5 Low Salaries and Delaying of Promotions

The findings in the table above, indicates that low salaries and delaying of promotions to teachers tend to discourage teachers to implement their duties effectively, which in turns contribute to violation of teaching professional codes. For example some teachers are engaging in petty business as source to generate income to cater their needs since salary seems to be low and employers are delaying their promotions. This problem was also proved by educational leaders and rated by heads of school by 33.3% and teachers by 48.2%.

It was observed that delaying of promotions and low salaries makes teachers unsettled in their working stations and violate some of teaching professional codes which in turns affects teaching and learning process and bring undesirable learning and performance to students. When district educational officer was interviewed on whether the problem exist the same answers were given and insisted that it true that there is problem of delaying for promotion to teachers but the problem is national

wise and even in other sectors employee are complaining about the same problem there for teachers should keep working the government knows their problems and it is working on it. From responses given by teacher and heads of schools and being cemented by district educational officer it proves that teachers have been disappointed and some of them are not concentrating in teaching and learning activities and cause negative effects on students' learning and performance. Teacher and heads of school still have trust on government to rectify such problem so that they can work and devote their time to help learners and teaching will be conducted accordingly an improve learning and performance of students in various subjects and different examinations.

4.2.6 Laziness and Negligence

The findings in the table above indicated that, some teachers are lazy and have tendency of negligence and finds themselves violating teaching codes of conduct which in turns affect students' learning and performance. This kind of misconduct was rated by heads of school rated by 66.6%, teachers rated it by 68.9%. And students rated it 30%.

From the data above it was observed that teachers to a great percentage knows their professional code but are not living such codes either by being lazy or negligence to extent that they violate teaching and learning processes which in turns tend to affect students' learning and performance. Some teachers do not prepare themselves properly before going to the class and some of them do not mark students' works the situation which makes students' not confident on contents they learn since they do not get feedback from their teachers.

It was also observed that some teachers delay to enter in their lessons and when entered they do not use much time in teaching rather than giving notes and get out to continue with their businesses.

“Our teachers sometimes they stay under trees and make stories while they are having periods in different classes and when they enter in the classes they spend little time either by giving notes or providing exercises in which some of them are not marked, this affect us and at the end we get poor performance and sometimes fail completely”, Some of students said.

This seems to be a big challenge to them and affect them much in their studies.

4.2.7 Lack of Unity and Conflicts

Through questionnaires from heads of schools and teachers together with interview done with a district educational officer, it was observed that teachers in their working stations are not united and some of them are in conflict either by themselves or with their leaders and this contributes to some extent for teachers to violate their professional codes of conducts. This problem was raised by distinct educational officer and TSC officer and it was rated 50% by heads of schools and 55.5% by teachers. When interviewed, the TSC officer argued that there are some teachers that are in conflicts with their heads of schools to extent that some of them are demanding to be shifted to other schools because they are not satisfying with kind of conflicts they experience in their working stations. TSC officer added that such kinds of conflicts are associated by lack of unity between heads of schools and their teachers.

This contributes much in violation of teaching codes of conducts which also bring poor teaching and learning process which also affects students’ learning and performance. Also teachers have shown that their heads of schools do not value their

contributions rather than being complaining and suing them to the top authorities. The findings shows that teachers are not satisfied with problem of disunity and conflict because it discourage them to work effectively for better performance of their students and there for top authorities are required to solve such problem immediately.

4.2.8 Infrastructures Problems

From the findings in the table above, it was observed that shortage of infrastructures contributes to some extent in the existence of teachers' misconduct behaviours. This challenge was raised by district educational officer, district educational officer and TSC officer, the heads of school rated it 50%, teachers rated 34.4% and students rated 65%. Shortages of infrastructures make some teachers to live far away from school and make some of them to delay in reporting at school and during rainy season some of them fail to attend due to the bad road weather.

It was also observed that teachers are not making effective evaluation because while teaching, students are overloaded in classes, which make difficultness for teachers to reach and help each student. Apart from that it was observed that some schools have no enough offices for teachers to prepare themselves and to mark students' work, this make them not to evaluate their learners accordingly and at the end contribute to violation of teaching and learning process which in turns tend to affect students' and learning process.

4.3 The most Occurring Teachers' Misconduct behaviours in Urambo District

Respondents were asked to rate common misconduct behaviours by writing, strongly agree, agree, disagree and strongly disagree.

Table 4.2: The most Occurring Teachers' Misconduct behaviours in Urambo District

HEAD MASTER' RESPONSES								
STATEMENT	strong agree		Agree		Disagree		Strong disagree	
	F	%	F	%	F	%	F	%
Existence of drunkard teachers	3	50	3	50	-	-	-	-
Absenteeism	5	83.3	1	16.7	-	-	-	-
Abusive language	3	50	3	50	-	-	-	-
Lateness	2	33.3	4	66.7	-	-	-	-
Drug abuse	1	16.6	4	66.6	1	16.6	-	-
Poor dressing codes	-	-	5	83	1	16.7	-	-
Sexual harassment	3	50	3	50	-	-	-	-
Escaping some topics	1	16.7	5	83.3	-	-	-	-
TEACHERS' RESPONSES								
STATEMENT	strong agree		Agree		Disagree		Strong disagree	
	F	%	F	%	F	%	F	%
Existence of drunkard	8	27.5	20	68.9	-	-	1	3.5
Absenteeism	13	44.8	15	51.7	1	3.5	-	-
Abusive language	19	65.5	9	31	1	3.4	-	-
Lateness	9	31.1	19	65.5	1	3.4	-	-
Drug abuse	4	13.8	11	37.9	13	44.8	1	3.4
Poor dressing codes	5	17.2	18	62	5	17.2	1	3.4
Sexual harassment	14	48.2	13	44.8	2	6.8	-	-
Escaping some topics	9	31	19	65.5	-	-	1	3.4
STUDENTS' RESPONSES								
STATEMENT	strong agree		Agree		Disagree		Strong disagree	
	F	%	F	%	F	%	F	%
Existence of drunkard teachers	15	25	28	46.6	14	23.3	3	5
Absenteeism	25	41.6	15	25	19	31.6	1	1.6
Abusive language	38	63.3	18	30	4	6.6	-	-
Lateness	7	11.6	34	56.6	18	30	1	12.5
Drug abuse	6	10	9	15	25	41.6	20	33.3
Poor dressing codes	30	50	18	30	4	6.6	8	13.3
Sexual harassment	34	56.6	18	30	7	11.6	1	1.6
Escaping some topics	34	56.6	24	40	2	3.3	-	-

From the Table 4.2, the data proves that 50/% of heads of school strongly agreed that drunkenness contributes to poor performance of students and 50% agreed that drunkenness affect teaching and learning which in turns affect students' performance. Absenteeism was rated 83.3% (strongly agreed) and 16.7% agreed as one of teachers' misconduct that contribute to poor performance of student. 50% of heads of school strongly agreed that abusive language discourage students and make them feel shy to ask assistance from their teachers and hence led to poor performance, the same percentage (50%) agreed that abusive language to teachers discourage learners and affect their performance. Escaping some topics was rated 83.3 (strongly agreed and 16.7 % (agreed) as one of misconducts that affect teaching and learning process which in turns affect performance of students. Sexual harassment was rated 50 % (strongly agreed) and 50 %(agreed). Poor dressing code was rated 83 % (agreed) and 16.7 (disagree) as one of misconduct shown by teachers in school level. Lateness was rated 33.3 %(strongly agree) as one of teachers misconduct and 66.7 % (agreed). Also drug abuse was rated 16.6 %(strongly agree, 66.6% agreed and 16.6% disagreed.

Teachers' data above shows that drunkenness was rated 27.5 % (strongly agree) as one of misconduct that contribute to poor performance of learners, 68.9 % (agreed) and 3.5% strongly disagrees. Absenteeism was rated 44.8% (strongly agreed), 51.7 % (agreed) and 3.5 %(strongly disagree) as one of teachers' misconduct behaviour that contribute to poor performance of learners. Lateness was rated 31.1% (strongly agree), 65.5% (agreed) and 3.4% (disagreed) respectively as one of misconduct that contribute to poor teaching and learning process which in turn affect student performance. Drug abuse was rated 13.8 % (strongly agreed), 37.9% (agreed) as one

of the teachers 'misconducts that affect students' performance while 44.8% (disagree) and 3.4% (strongly disagreed). Poor dressing code was rated 17.2% (strongly agree) 62% (agreed) as one of teachers' misconducts that affect students' performance while 17.2%(disagreed) and 3.4%(strongly disagreed). Sexual harassment was rated 48.2%(strongly agreed) 44.8% (agreed) as one of teachers' misconduct that affect teaching and learning process which in turns affect students' performance while only 6.8% (disagreed). The issue of escaping some topics was rated 31.0% (strongly agreed), 65.5 % (agreed) as one of misconduct that affect students' performance while 3.4% of respondents disagreed.

From the students' data, it is shown that 25% (strongly agreed) that drunkenness to teachers affect learning and teaching process which in turns affect students performance, 46.6% (agreed) while 23.3% disagree and 5% strongly disagreed. Absenteeism was rated 41.6% (strongly agreed) and 25% (agreed) as one of teachers' misconduct that affect students' performance while 31 % (disagreed) and 1.6% strongly disagreed. Lateness was rated 11.6% strongly agreed, 56.6% agreed while 30% disagree and 12.5% strongly disagreed. Drug abuse was rated 10 % (strongly agreed) and 15% agree as one of misconducts that affect teachers which in turns affect students' performance while 41% disagreed and 33.3% strongly disagreed. Poor dressing code was also seen as among of teachers misconduct that affect students' performance and was rated 50% (strongly agreed), 30 % (agreed) while 6.6% disagree and 13.3% strongly disagreed.

Sexual harassment was rated as among of teachers' misconduct, which affect students 'performance, 55.6% (strongly agreed) and 30% agree while 11.6% disagree and 1.6%

of respondents strongly disagreed. Escaping some topics was also rated, 56.6 % (strongly agreed), 40 % (agreed) and 3.3% of respondents disagreed.

4.3.1 Most Occurring Teachers' Misconducts in Urambo District According to DEO, DAO, TSC Officer and Parents through Interview Method

District educational officer said that she has been experiencing misconducts from various teachers such as drunkenness, lateness, drug abuse, over punishment, poor evaluation of students' work, over indebted behaviour which affects teaching and learning process which in turns affect students' learning and performance and has taken some measures such as conducting meeting with teachers to solve or reduce such misconducts.

Both DAO and TSC officer argued that teaching professional is an identity of teachers and if well observed it produce good image to the society. "Now day's teachers are not observing teaching professional code of conduct and this has been among of agendas in our meetings". Said TSC officer. District Academic officer added that teachers are now violating teaching and learning to extent that heads of schools have been reporting different cases to DEOS' office and TSC office. Teachers' misconducts such as doing business during working hours and conflicts between teachers themselves and their leaders affects learner performance since such misconduct tends to violate teaching and learning principles.

Ten (10) Parents that were interviewed if there are teachers misconduct behaviours and all of them agreed that now teachers are not observing teaching professional code.

"When I was student I used to admire the way my teachers wore their clothes and looked smart", Said one of parents.

But now days some teachers are misbehaving to extent that some of them engage in love affairs with students and they do not wear according to their professional. They insisted that now day's teachers are taking alcohol during work hours and sometimes involve in conflict with mere people in the street the situation which reduces respect to teachers in front of society.

Generally, from the data above it is clear that teachers' misconduct behaviours tend to affect teaching and learning process which in turn tends to affect students' learning and performance as result it contribute to massive failures of students.

4.4 Relationships between Teachers' Misconduct Behaviours and Students' Performance

Table 4.3: Relationships between Teachers' Misconduct Behaviours and Students' Performance

Statement	Heads of School-6		Teachers- 29		Students-60	
	F	%	F	%	F	%
Encourages truancy to students	6	100	13	44.8	29	48.3
Incompleteness of topics	3	50	16	55.1	32	53.3
Creates negative attitude or fear to students	4	66.6	13	44.8	30	50
Indiscipline to students	3	50	17	58.6	25	41.6
Psychological problem	2	33.3	9	31.0	17	28.3
Disappointment to students	2	33.3	5	17.2	17	28.3
Lack of seriousness	-	-	6	20	-	-
Lack of cooperation	-	-	2	6.8	3	5

From the findings, in the Table 4.3 it was proved that teachers' misconduct behaviours have negative effects on students learning and performance since it creates various barriers that hinder students to acquire intended skills and knowledge and accelerates poor learning and performance of students as following;

4.4.1 Teachers' Misconducts Encourage Truancy to Students which Contribute to Poor Learning and Performances

It was observed that teachers' misconduct behaviours encourage truancy and sometimes drop out of students the situation, which contributes to poor learning of students, which in turns tend to affect their academic performance. This problem was rated 100% by heads of school, 44.8% by teachers' and 48.3% students. Misconducts such as over punishment, abusive language and other kinds of misconducts make students not to love their teachers and sometimes they fear to come to school to avoid such kinds of misconducts done to them by their teachers.

Due to truancy students do not learn intended contents effectively and they cannot get confidence to attempt different questions asked in their examinations as result they end up by earning poor performance in various subjects. Also due to truancy of some students accelerated by their teacher some students cannot get enough time to stay at school to study and this make them to involve with unnecessary things and loose concentrations in their studies which makes them to get bad or poor performance in their studies.

So teachers' misconduct behaviours is a disaster to teaching and learning process which in turns affect students' performance, therefore, the responsible authorities should take effective measures to solve such problem in order to improve teaching and learning process which in turn will bring better learning and performance of students but if the problem will not be solved, students' learning and performances will remain to be poor and build a nation with unskilled citizens.

4.4.2 Teachers' Misconducts Results into Incompleteness of Topics and Make Students Fail to Attempt their Studies According

The results in the general table above, shows that, due to the teachers' misconduct behaviours and violation of teaching and learning codes of conducts in general, teachers do not complete allocated topics in the syllabus the situation which make students fail to attempt some questions in the examinations. This problem has been condemned by heads of schools, teachers and students and it was rated 50% by heads of schools, 55% by teachers and 53.3% by students.

It was observed that misconduct such as absenteeism, laziness and drunkenness make teachers not to accomplish and teach allocated periods accordingly since sometimes they are either not at school, staying and making stories or concentrating with their businesses while students are staying in the classes without being taught. This action is contrary to teaching codes of conducts and it is not acceptable because it violates rights of the students and affects the whole teaching and learning process which in turns tends to affect students' learning and performance. This problem can be solved by regular inspection of teachers to see whether they are facilitating learning process as directed in the given subject or areas, this can be done by school inspectors.

4.4.3 Teachers' Misconduct Behaviours Create Negative Attitude or Fear to Students which Contribute to Poor Learning and Performances of Students

Attitudes refer to our evaluations of people, groups and other types of objects in our social world. Attitudes are an important area of study because they impact both the way we perceive the world and how we behave. Eagly and Chaiken (1993), define an attitude as a psychological tendency that is expressed by evaluating a particular entity

with some degree of favour or disfavour. The findings has shown that, teachers' misconduct contributes in creating negative attitude towards some subjects and teacher and sometimes makes students loose confidences in learning process which in turns affect their performance. This challenge was rated 66.6% by heads of schools, 44.8 by teachers and 50% by students.

Due to abusive language students sometimes they feel that they cannot do well in some subjects since their teachers use abusive language, which makes them to fear to study particular subjects. For example it was observed that some teachers are using abusive words or phrases which discourage students to learn some subject such phrase includes "nyie vilaza , nyie mbumbu", all these phrases mean low capability students, this situation makes students to create negative attitude toward their teachers and subjects in general which in turns affects teaching and learning process and bring poor learning and performance to some students.

4.4.4 Teachers' Misconduct Behaviours Encourage Indiscipline Problem to Students which in Turns affects Learning and Performances of Students

Jeng (2011) Argues, that students should understand that discipline is one of the most fundamental characteristics of a human being in school, in our homes and indeed everywhere in the world. Stakeholders concur that ensuring discipline in schools is top on the agenda because one cannot acquire knowledge without character.

It was observed in the findings above that, violation of teaching professional codes contributes much in students' indiscipline problem, which also brings negative impact in their studies as well as their performance. Some students are imitating some bad or

misconducts done by their teachers and make them lose concentration in their studies. This problem was proved in different percentage, heads of school by 50%, teachers 58.6% and students by 41.6%. For example it seems that misconduct behaviours such as poor dressing codes and sexual harassment are much affecting teaching and learning process since are imitated by many students which in turns tend to affect their learning process as well as their academic performance. Indiscipline is also shown by teachers through engaging in love affairs with students especially girls who end up with pregnancies or poor performance in their studies. Without good discipline to students nothing good can be harvested by students' rather than poor performance in their studies.

4.4.5 Teachers' Misconducts Create Psychological Problem to Students which Destruct Teaching and Learning and end up with Poor Academic Performance

Psychological disorders, refers to mental disorders, abnormalities of the mind that result in persistent behaviour patterns that can seriously affect your day-to-day function and life, Healthgrade (2020). The findings has shown that, violating teaching professional codes of conduct creates psychological disorders or problem to some students to extent that such students become destructed in their mind and sometimes they feel abnormal and restless to extent that they are no longer concentrating in studies.

The problem is rated 33.3% by heads of schools, 31% by teachers and 28.3% by students. Misconduct behaviours such as over punishment provided by teachers and sexual relationship between students and teachers make students to suffer

psychologically and lose concentration in studies which in turns affects teaching and learning process as well as end up with poor results in their studies. Also, some students tend to feel ashamed when seduced by teachers and start thinking on such actions and forget or lose concentration in their learning as results they end up with poor performance in their studies. It was observed that abusive language sometimes makes students feel as inhuman to extent that they become disappointed and not ready to study or ask assistance from their teachers.

4.4.6 Teachers' Misconduct Behaviours Create Disappointment to Students as Results Students Earn Poor Academic Performances

From above, it was observed that teachers' misconducts disappoint students in learning activities and hence destruct teaching and learning process, which in turns tend to affect students' performance. The findings shows that misconduct behaviours such as escaping some topics, language abuse and over punishments make student to be disappointed in studies since sometimes they fail to get assistance they expect from their teachers. Some teachers are not present at school and some of them are not making assessment of students' works the situation which disappoint students to learn which in turn cause poor performance to some students.

This problem was rated 33.3% by heads of schools, 17.2% by teachers and 28.3% by students. From this point of view it is clear that students are affected by violation of teachers' professional codes, which in turns makes students to perform poorly in their academic areas. Drunkenness was also seen as among of behaviours that disappoint students to learn since some of teachers are take alcohol during working hours and sometimes they can enter in the class while drunkard this situation makes student to

lose hope of doing well in their studies as results they end up harvesting poor results in their examinations.

4.4.7 Teachers' Misconduct Behaviour Results into Absence of Seriousness And Cooperation Between Teachers Themselves and their Students

The finding above has shown that, due to the teachers' misconduct behaviours there has been a problem to teachers especially absence of seriousness in teaching and learning process, some teachers are taking business as usually and no actions it taken upon them to eradicate such problem. The problem was rated 20% by teachers, although it was rated at very small percentages, Lack of seriousness make students not to adhere to the rules and regulations governing them and hence make students not to concentrate in studies since they know that their teachers are not seriously supervising them and no any action can be taken upon them since teachers are doing their own businesses and forget their students.

It also was observed that due to teachers' misconduct behaviours there is no cooperation between teachers themselves and their students the situation which make teaching and learning process to be weak and causes massive failure to students. Due to misconducts such as abusive languages, conflicts and drug abuse, teachers tend to lack common vision and mission for achieving better results for their students and this make student to lose concentrations in studies and sometimes create negative images to their teachers. This problem was rated 6.8% by teachers and 5% by students. Although the problem seems to be minor it should be solved since it contributes to poor performance of students.

4.5 Strategies that can be used to Minimize Teachers' Misconduct Behaviours for Better Teaching and Learning Processes

The respondents were asked to suggest strategies that can be used to minimize teachers' misconduct behaviours in their areas through interview, questionnaire and focus group discussion and the most mentioned strategies were recorded and presented in the Table 4.4.

Table 4.4: Strategies that can Minimize Teachers' Misconduct Behaviours

Strategies	DEO-01		DAO-01		TSC-01		Heads School-06		Teachers-29		Parents-10		Students-60	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing motivation to teachers	1	100	1	100	1	100	5	83.3	16	55.1	6	60	26	43.3
Better salaries to teachers	-	-	1	100	1	100	6	100	13	44.8	5	50	18	30
In-service training	1	100	1	100	1	100	5	83.3	26	89.6	7	70	20	33.3
Proper supervision of teachers	-	-	1	100	1	100	3	50	17	58.6	5	50	25	41.6
Improving working environments	1	100	1	100	1	100	4	66.6	14	48.2	8	80	8	13.3
Frequent inspections to teachers	1	100	1	100	1	100	2	33.3	10	34.4	-	-	5	8.3
Avoid unnecessary loans	1	100	-	-	-	-	2	33.3	8	27.5	-	-	-	-
Conflict resolution and self awareness	1	100	-	-	1	100	1	16.6	18	62	-	-	22	36.6
Fair punishment to learners	-	-	-	-	-	-	1	16.6	5	17.2	-	-	29	48.3
Infrastructures	1	100	1	-	1	100	4	66.6	15	51.7	8	80	31	51.6

4.5.1 Providing Motivation to Teachers

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be; desire for money, success, recognition, job-satisfaction, teamwork,

It was observed that, providing motivation to teachers can help to reduce or minimize teachers' misconduct behaviours which in turn will encourage proper teaching and learning process which in turn will contribute to better performance of learners. This strategy was suggested by different respondents including DEO, DAO and TSC officer while heads of schools mentioned and rated it 83.6%, teachers rated it 55.1% and students rated it 43.3%. From these findings it is clear that appreciation of teachers through motivating them can encourage them to reduce or omit some misconduct behaviours.

The findings also shows that however teachers are doing their works in difficult condition to enhance better teaching and learning process still the responsible authorities do not recognize their contribution and no any kind of motivation is provided to them the situation which makes teachers to be disappointed and find themselves violating teaching and learning process which in turn affects students performance. From this point of views teachers need to be motivated by appreciating their efforts so that they can be encouraged to perform their duties effectively to reduce some misconduct behaviours and improve students' performance.

4.5.2 Better Salaries to Teachers

The findings in the table above shows that, teachers are not satisfied by the salaries they earn or paid to them and still there is a problem of delaying their promotions as results some of teachers start to engage in petty businesses to cater their needs to extent that sometimes they violate teaching and learning principles or teachers code of conduct which in turns tend to affect students' learning and performance. This strategy was proposed by DEO, TSC officer and heads of school by 100%, parents by

50%, and teachers by 44.8% and students by 30%. It was observed that absenteeism and lateness of some teachers is associated by petty business conducted by some teachers. Teachers are using working days and hours to do their own business without considering side effects of such actions to students' learning and performance. If teachers will be given good salaries misconduct behaviours will be minimized and teaching and learning will be taking place accordingly and students' performance will be raised to extent that they will be able to compete in labour market with people or candidates from different parts of the world.

From this point, government should take measures to raise teachers' salaries and promote them on time so that teachers can be motivated to implement their duties accordingly and bring positive changes to students' learning and performance. The problem of low salaries and delaying of promotions to teachers should be solved immediately to make teachers focus on teaching rather than businesses and other activities.

4.5.3 In-service Training

In - service training act as a catalyst for teacher's effectiveness. It is also a way of updating teachers' skills and knowledge for improving teaching and learning, which lead to better job performance. In-service training is important for teachers to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve teacher professionalism. The effectiveness of in-service training is important so that teachers can apply the knowledge acquired in teaching and learning. Few factors that contribute towards the effectiveness of in-service training are role of administrator, attitudes of teachers, training needs and

strategies in conducting in-service training, (International Journal for Innovation Education and Research, 2014).

The findings show that, in – services teachers’ training is very important in reduce misconduct behaviours and violation of teaching and learning processes. In – service training is very useful as it helps in updating teachers’ skills and knowledge for improving teaching and learning which lead to better job performance and better learning and performance of students. In –service training was suggested as strategy to minimize teachers’ misconduct behaviours by DEO, DAO, and TSC officer, heads of schools suggested it by 83.3 %, 89.6% by teachers, 70% by parents and 33.3 % by students. From this point of views it is clear that in-service training is highly required to teachers as a strategies that can help to reduce teachers’ misconduct behaviour since teachers will be reminded about teaching professional codes of conduct and hence teaching and learning process will be conducted based on teaching principles and bring better performance to students. In this case it can be said that in – service training is very crucial in reducing teachers’ misconduct behaviours and better tool for updating teaching professional and its codes.

4.5.4 Proper Supervision of Teachers

Supervision is direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. Further, they are getting all possible help in accomplishing their assigned work. The findings in the table above has shown that effective supervision of teachers can help to minimize teachers’ misconduct behaviours which in turns will improve teaching and learning process and students performance will be raised too. Proper supervision was

suggested or rated by DAO, and TSC officer, heads of school suggested and rated it by 50% teachers suggested it by 58.6%, parents by 50% and students suggested it by 41.6%. From these data it can be said that if teachers are properly supervised, misconduct behaviours will also be reduced but if there will be weak supervision of teachers misconduct behaviours will persist. Leaders from school level, wards, district and national level are agreed to take their parts in supervising teachers and helping them to solve challenges encountered by teachers in implementing their duties so that teachers will focus on teaching and helping students to learn for better performance.

4.5.5 Improving Working Environments

Social context has always played an important role in employee motivation. Currently, organizations are experiencing technological change in working environment where online networking tools enable to share knowledge, develop ideas, solve problems, and manage a variety of projects. More often than not, individuals use internal and external online networking platforms at work (International Journal of Academic Research, vol. 5. no. 5 September, 2001).

The findings have shown that, improved working environment can be used to reduce teachers' misconducts. From the data analyses better working environment was suggested by DEO, DAO, and TSC officer while heads of school suggested it by 66.6%, teachers 48.2%, parents by 80% and students by 13.3%. Problems such as escaping topics and poor evaluation to learners can be solved if teaching and working environment will be improved. If schools will be equipped well with uses of technology, teaching and evaluation of students will be conducted on time and teachers will be able to search skills and knowledge on particular topics so that they

will not escape them during teaching process. Also if teachers will be equipped with enough teaching and learning materials, teaching and learning process will take place effectively and bring better performance to learners. In this case teaching and working environment should be improved so that misconduct can be minimized and enhance teaching and learning activities to take place according for better performance of students.

4.5.6 Frequent Inspections to Teachers

From the table above respondents suggested that, there should be frequent inspections to teachers so that to see how teachers are behaving in their working places and this should involve checking how teachers prepare their lessons, social distance with their students, their daily attendance and their manner in general. Inspection to teachers will help to solve some kinds of misconduct behaviours immediately before affecting teaching and learning, which in turns tend to affect students' performance. This strategy was suggested and rated 33.3% by heads of schools, 34.4% by teachers and 8.3% by students. In this case responsible authorities including heads of schools, district educational officers and other authorities should make frequent inspections to check how teachers implement their duties with the purpose of reducing some misconduct behaviours that can affect students' learning and performance.

4.5.7 Avoid Unnecessary Loans

It was observed from the findings that, teacher are indebted to extent that they are not settled in their working stations since they do not have enough income for solving their problems and this makes them to engage in different businesses to generate income as results they don't concentrate in teaching and learning activities or ending

up in violating teaching professional codes which in turns tend to affect students learning and performance in general. In this case teachers are advised to avoid unnecessary loans especially from non authorized institutions so that they can concentrate and preserve teaching professional codes that will stimulate teaching and learning to students and improve their performance. This strategy was suggested by district educational officer and heads of school suggested it by 33.3% and teachers rated it 27.5%. From this point of views it seems that the issue of indebted to teacher has a portion in affecting teachers to extent that some of them start to misbehave which in turns affects teaching and learning process and later on contributes to poor performance.

Therefore teachers are advised to avoid unnecessary loans since it sometimes make them to violate teachers professional codes of conducts which in turns affects students learning and performance. Also responsible organs that supervise teachers should provide financial education to teachers so that they cannot involve in unnecessary loans, which make teacher restless and unsettled in their working stations.

4.5.8 Conflict Resolution and Self Awareness

It was observed in the findings above that, teachers are in misunderstanding between themselves and their leaders, therefore conflict resolutions and self awareness is considered as good way that can help to minimize teachers' misconduct behaviours since due to conflicts some teacher are facing difficultness in implementing their duties to the extent that some of them violate their teaching professional codes of conduct which in turns tend to affect teaching and learning process which also affect students' learning and performance. From the findings it was observed that some

teachers are in conflict with heads of schools to extent that they cannot implement their duties accordingly and this contributes to violation of teaching codes of conduct, which affect students' learning and performance. This strategy was suggested by DEO and TSC officer, heads of schools suggested it by 16.6%, and teachers rated it by 62.2% and student by 36.6%. Due to the data provided above it can be said that conflict resolution and self awareness to teacher can help to reduce teachers' misconduct behaviours which affects teaching and learning processes and bring negative impact to students learning and performance.

4.5.9 Fair Punishment to Students

The findings above have shown that there is a problem of teachers to provide punishments which are not related with the mistakes done by student and such punishments are not productive to students since they discourage students in their learning activities. Some respondents argued that teachers should provide fair and productive punishment to students so that such given punishment can be used to stimulate teaching and learning processes which in turns will produce better results or performance to students. This strategy of minimizing teachers' misconduct behaviours was suggested and rated 16.6% by heads of schools, 17.2% by teachers and 48.3% by students. However this strategy was suggested by few respondents it can be used to reduce problem of over punishment which is among of teachers' misconduct behaviours that affects students' learning and performance.

4.6 Construction of Infrastructures

Shortage of infrastructures such as shortage of classrooms, teachers' residences, and shortage of offices contributes to the existence teachers' misconduct behaviours such

as absenteeism and lateness since teachers are living very far from school. Also due to shortage of classrooms teachers' cannot make evaluation of students' work accordingly as results to poor learning and poor performance to some students. Construction of infrastructures was suggested as a way that can help to reduce misconducts behaviours such as absenteeism, poor evaluation of learners and reduce problem of overcrowded students in one class which discourage teachers to perform their duties well and this make difficultness to them to access all students for assistance the situation which make them to violate teaching codes of conducts which in turns tend to affect students' learning and performance.

This strategy was mentioned and suggested by DEO and TSC officer while heads of school suggested and rated it by 66.6%, teachers rated it 51.7%, and parents rated 80% while students rated 51.6%. From these findings it is clear that shortage of infrastructures to some extent contribute to the existence of teachers' misconduct behaviours which in turns affect learning and performance of students'. Construction of schools' infrastructures can help to some extent to reduce problem of teachers' misconduct behaviours and hence positive changes in teaching and learning process as well as better learning and performance to students. Therefore government and other stakeholders should join together to solve problem of schools' infrastructure so that teacher can perform their duties according to the laws and their professional codes of conduct for better learning and performance of students.

Generally, through presentation and discussion of findings it was observed that there are different factors that make teachers to misbehave to extent that such misconducts affect teaching and learning process, which results into poor academic performance of

the students. Also it was observed that some misconduct behaviours are associated by poor working environment, weak supervision of teachers as well as absence of motivation and promotions. Although there are so many factors that make teachers to misbehave still various strategies such as in- service training, better salaries, improved work environment, conflict resolution and strong supervision of teachers can be used as strategies to reduce or omit misconduct behaviours for better teaching and learning process which will provide positive academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations of the study which basically focused on effects of teachers' misconduct behaviours on students' learning and performance in Urambo district- Tabora.

5.2 Summary of the Study

The study investigated how teachers unprofessional behaviours affect teaching and learning process which in turns tend to affect students' academic performance. This study involved four specific objectives, which helped to organize and guide the study. The first objective intended at identifying factors that make teachers in Urambo to misbehave. The second objective aimed at identifying the common teachers' misconduct behaviours in Urambo district, third objective was to examine relationship between teachers' demonstrated misconduct behaviours and students' academic performance and the fourth objective was to determine which strategies can be used to minimize teachers' misconduct behaviours for better teaching and learning processes of students.

The study involved six public secondary schools found in Urambo district and involved six wards and six schools in which six (06) heads of schools, thirty (30) Teachers, One (01) Teachers' Services Commission office, One (01) District educational officer, One (01) District academic officer, 60 students and 10 community members making total of 109 participants. The selection of suggested participants was

based on nature of data to be collected because such data need experienced people on teaching and learning process as well as students and parents who familiar with educational matters.

In this study two sampling techniques were used to get 109 participants due to the availability of resources, time and availability of respondents, and such techniques are convenience sampling and purposive sampling. In collecting data of this study different methods of data collection were used and such methods are: questionnaire, interview, focus group discussion and documentary review. Collected data were analysed and presented in percentages, frequencies and tables to draw conclusions.

5.2.1 Summary of the Findings

The results and finding of this study were presented in relation to the set of specific objectives and research questions.

5.2.2 The Findings on Factors Causing Teachers to behave Unprofessionally

In analysing this objective, it was observed that there various factors that make teachers to behave unprofessionally the situation which contribute to violation of teaching and learning process which in turns affects students in their academic performances. Among of the mentioned factors that make teachers to misbehave unprofessionally include, Poor leadership and weak supervision of teachers, Absence of in-service training, Lack of motivation to teachers, Poor working environment, Low salaries and delaying of promotions, Laziness and negligence, Lack of unity or conflicts and Infrastructures problems. From the findings it is clear that teachers are facing various factors, which encourage them to misbehave unprofessionally.

5.2.3 The Findings on the most Occurring Teachers' Misconduct Behaviours in Urambo District

In respect to the analysis of data on the most occurring teachers' misconduct behaviours, different misconducts were suggested and were analysed some of such misconducts involved over punishment, drunkenness, Abusive language, Absenteeism, Lateness, Drug abuse, Poor dressing codes, Sexual harassment and Escaping some topics.

For example, it was observed that 50% of heads of school strongly agreed that drunkenness contributes to poor performance of students and 50% agreed that drunkenness affect teaching and learning which in turns affect students' performance. Absenteeism was rated 83.3% (strongly agreed) and 16.7% agreed as one of teachers' misconduct that contribute to poor performance of student. 50% of heads of school strongly agreed that abusive language discourage students and make them feel shy to ask assistance from their teachers and hence led to poor performance, the same percentage (50%) agreed that abusive language to teachers discourage learners and affect their performance.

Escaping some topics was rated 83.3(strongly agreed and 16.7 %(agreed) as one of misconducts that affect teaching and learning process which in turns affect performance of students. Sexual harassment was rated 50 %(strongly agreed) and 50 %(agreed). Poor dressing code was rated 83 %(agreed) and 16.7(disagree) as one of misconduct shown by teachers in school level. Lateness was rated 33.3 %(strongly agree) as one of teachers misconduct and 66.7 % (agreed). Also drug abuse was rated 16.6 %(strongly agree, 66.6% agreed and 16.6% disagreed.

From the findings it is proved that various kinds of teacher' misconduct behaviours exist in Urambo district and need immediately solution to enhance teaching and learning process for better students' academic performance.

5.2.4 The Findings on Relationship between Teachers' Demonstrated Misconduct Behaviours and Students' Academic Performance

The analysis of this objective discovered that there is close and negative relationship between teachers' misconduct behaviours and students 'academic performance since misconduct behaviours of teachers tend to affect the whole process of teaching and learning which in turns affects students' performance.

For example some of relationships between teachers' misconducts and students' academic performance that were presented included; (a) Teachers' misconduct behaviours encourage truancy to students which contribute to poor learning and performances (b) Teachers' misconducts results into incompleteness of topics and make students fail to attempt their studies according (c) Teachers' misconduct behaviours create negative attitude or fear to students which contribute to poor learning and performances of students (d) Teachers' misconduct behaviours encourage indiscipline problem to students which in turns affects learning and performances of students (e) Teachers' misconduct behaviours create psychological problem to students which destruct teaching and learning and end up with poor academic performance (f) Teachers' misconduct behaviours create disappointment to students as results students earn poor academic performances (g) Teachers' misconduct behaviour results into absence of seriousness and cooperation between teachers themselves and their students.

Due to these findings, it is proved that there is negative relationship between misconduct behaviours of teachers and students' academic performance since such misconduct tend to affect teaching and learning process which in turns tend to affect students' performance.

5.2.5 The Findings on the Strategies that can be used to Minimize Teachers' Misconduct Behaviours for better Teaching and Learning Processes

Through analysis of data various strategies that can be used to minimize teachers' misconduct behaviours were given through interview, questionnaire and focus group discussion and the most mentioned strategies were recorded .The most suggested strategies included; Providing motivation to teachers, Better salaries to teachers, In-service training, Proper supervision of teachers, Improving working environments, Frequent inspections to teachers, Avoid unnecessary loans, Conflict resolution and self awareness and Fair punishment to learners. For example, provision of motivation as a strategy was suggested by different respondents including DEO, DAO and TSC officer while heads of schools mentioned and rated it 83.6%, teachers rated it 55.1% and students rated it 43.3%. From these findings it is clear that appreciation of teachers through motivating them can encourage them to reduce or omit some misconduct behaviours.

The also findings shows that however teachers are doing their works in difficult condition to enhance better teaching and learning process still the responsible authorities do not recognize their contribution and no any kind of motivation is provided to them the situation which makes teachers to be disappointed and find themselves violating teaching and learning process which in turn affects students

performance. From this point of views, teachers need to be motivated by appreciating their efforts so that they can be encouraged to perform their duties effectively to reduce some misconduct behaviours and improve students' academic performance.

5.3 Conclusion

There are different conditions and factors that make teachers to misbehave to extent that teaching and learning process does not take place according and make students fail to achieve intended knowledge and skills or achieve poor and low performances in academic issues and it is proved that there are various teachers' misconduct behaviour in Urambo district. It is high time now for the government, stakeholders, parents and teachers to solve those conditions and factors that make teachers to misbehave in order to make teachers to be motivated and act professionally and bring positive change in teaching and learning process for better academic performance of students and better nation. Suggested strategies such as motivation to teachers, better salaries, close supervision of teacher, conflicts resolution and other suggested strategies can help to reduce or eliminate teachers' misconduct behaviours.

5.4 Recommendation for Actions

The ministry of education, science and technology in collaboration with other organs such as Teachers' Services Commission (Tsc) and stakeholders should plan and conduct various in- service seminars to teacher so as to make teachers live and exercise teaching professional codes for better teaching and learning process. Also the government should invest in school infrastructures including classes and teachers' residences without forgetting motivations and promotions as well as better salaries to teachers.

5.5 Recommendation for Further Studies

- (i) This study focused on effect of teachers' misconduct behaviours on students' learning and performance in Urambo district- Tabora. It is recommended that the same study to be conducted regional wise to see to what extent regional academic performance is affected by teachers' misconduct behaviours.

- (ii) Further investigation is recommended on significance of in-service training in reducing teachers' misconduct behaviours.

REFERENCES

- Ahobokile, M. S. (2015). The effectiveness of Teacher's services department in Promoting Secondary schools teacher's moral and ethical values in Tanzania. A Case study of Rufiji District Council. (Unpublished) Dissertation, Mzumbe University, Morogoro, Tanzania.
- Amalia A. I. (2011). Teachers' Perceptions of Professionalism and Professional Development. *World Journal of Education*, 1(1). 40-51.
- Annangisye, W. (2013). Tanzanian Teachers' Knowledge of Moral Character Inherent in the Teaching Profession. *African Journal of Teacher Education*, 1(1), 64 - 77.
- Annangisye, W., & Barret. (2005). Tanzania Teachers' Knowledge of moral character Inherent in The teaching profession. *Compare*, 35 (1), 43—61.
- Anna, O. (2018). Principals' Perception of Misconduct among Secondary School Teachers in Delta State: Implications for Counseling Practice. *International Journal of Higher Education* 7(5); 2018.
- Ashraf, H., Mansooreh, H., & Javad, G. D. (2016). EFL teachers' commitment to professional Ethics and their emotional intelligence: A relationship study. Research Article.
- Braxto, J., & Bayer, A. (1999). *Faculty Misconduct in Collegiate Teaching*. Baltimore: The John Hopkins University Press.
- Betwel, O. (2013). The nature of teacher professional misconduct in Tanzania public primary schools: The case study of Sumbawanga Manicipal and Rural District. (Unpublished) M. A. Dissertation University of Dar es Salaam, Tanzania.

- Christensen, L., Darling, S., & Andrea, J. (2020). Sexual abuse by educators: a comparison Between male and female teachers who sexually abuse students: *Journal of sexual Aggression*. 26 (1). 25-35.
- Daudi, L. M. (2017). An assessment of stakeholders' conception towards teachers' professional Misconduct in Tanzania: The case of Njombe town council. The University of Dodoma.
- Damien, P. (2014). *Managing serious teacher misbehavior*. London: Routledge.
- Damien, P. (2014). *Managing serious teacher misbehaviour: Lifelong Learning Teacher Education*. London: University of Greenwich,
- Evans, L. (2008). Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies*, 56(1), 20-38.
- Evetts, J. (2009). The Management of Professionalism: a contemporary paradox *British Journal of Educational Studies* 56, 1: 20-38.
- Hamisi, M., & Margareth. B. (2016). *Prevalence of Teachers' Professional Malpractices in Tanzanian Public Secondary Schools: What Ought to be Done*. New York: Redfame Publishing.
- Hardiansah. S. (2019). Analysis of Teacher Pedagogical Misconduct in Teaching English. *International Journal on New Trends in Education and Their Implications* 2(4), 1309-6249.
- Honkasilta, J., Vehkakoski, T., & Vehmas, S. (2016). 'The teacher almost made me cry: Narrative analysis of teachers' reactive classroom management strategies as reported by students diagnosed with ADHD.
- Jabareen, Y. (2009). Building a Conceptual Framework: Philosophy, Definitions, and Procedure. *International Journal of Qualitative Methods*, 8(4). 49-62.

- Kassu, J. S. (2016). Research Design and Methodology. Retrieved on 11th July 2021 from: <http://dx.doi.org/10.5772/intechopen.85731>
- Kombo, K., & Tromph, A. (2006). *Proposal and Thesis writing: An Introduction*. Nairobi: Pauline Publications Africa.
- Kothari, C. R. (1998). *Research Methodology: Methods and Techniques (2nd Ed.)*. New Delhi: New Age International Publisher Ltd.
- Mabagala, S. (2016). Prevalence of professional misconduct in Nzega district, Tanzania public Secondary schools. *African Journal of Teacher Education*, 5(1). 40-55.
- Marta, G. (2015). *The importance of ethics in teaching profession*. Washington DC: Elsevier Ltd.
- Mothemane, K. D. (2003). *How do principals manage educators misconduct in Public Schools*. Pretoria: University of Pretoria
- Mototsune, T. (2015). *Ontario College of Teachers Cases of Teacher Sexual Misconduct*. Ontario: Western University.
- Mugenda, O. M., & Mugenda A. B. (1999). *Research methods quantitative and qualitative approaches*. Nairobi: Acts Press.
- Mwesiga, A. (2018). Teachers' commitment and compliance with codes of ethics and professional conduct in Kagera region - Tanzania. *International Journal of Contemporary Applied Researches*, 5(5), 18-31.
- Ndibalema, R. (2015). Stakeholders' Attitude Toward the prevalence and problems Associated to Primary school Teachers' Professional misconduct in Tanzania: The Case of Public Secondary School Teachers in Nzega District, Nzega, Tanzania.

- Newman, R. (2015). The impact of codes of conduct on stakeholders. Loyola university. Chamwino District. *Journal of international Academic Research for Multidisciplinary*, 3(7), 33-45.
- Ngo'ma, P. O., & Simatwa, E. (2013). Forms, Factors and preferred strategies in Management of Professional Misconduct among public primary School Teachers in Kenya: Educational Research . 4(4), 355-375
- Njuga, A. (2014). *The role of school leadership in students' performance in secondary schools*. Dar es Salaam: Dar es Salaam University Press.
- Ngwakabuenui, Y. (2015). Students' indiscipline, types, causes and possible solutions. *Journal of Education and Practice*, 6(66), 101-139.
- Nwoko, I. (2017). Decline in the professional code of conduct among the teachers in Nigerian public schools: Causes and Implication. M.A Unpublished Dissertation, University of Nigeria, Nsukka, Nigeria.
- Osaki, K. M. (2012). *Teaching and Learning Improvement in Higher Education*. Dodoma: University of Dodoma.
- Page, D. (2016). The multiple impacts of teacher misbehaviour. *Journal of Educational Administration*, 1(1), 31-45.
- Paul, R. M. (2006). *The teacher-learner relationship in the management of discipline in public High schools*. Pretoria: University of South Africa Pretoria.
- Petro, M., & Corinne, M. (2010). Disruptive behaviour in the Foundation Phase of schooling. *South African Journal of Education*. 30(4), 41-57.
- Ridwan, M., Stéfanie, A., Michelle, H., James, K., Seyeoung, C., Abid, S., & Yulia, I. (2020). Observed teaching behaviour in Secondary education across six countries: measurement invariance and indication of Cross-national variations,

- School Effectiveness and School Improvement. *International Journal of Research, Policy and Practice*. 2(1), 11-20.
- Shapiro, J., & Stefkovich.(2011). *Ethical leadership and Decision making in education. Applying Theoretical perspectives to complex Dilemmas*. New York: Routledge Taylor and Francis Group.
- Shirley, V. N. (2009). *Teacher codes: learning from experience. International Institute for Educational Planning*. London: Routledge.
- Stanley U. N., & Ezenwagu, S. (2020). Proffering Solution to Professional Misconduct among Secondary School Teachers in Nnewi Education Zone. Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.
- Tweve, J. T. (2011). Teacher Professionalism and Professional Abuse towards Education Development in Tanzania. University Dar es Salaam. *Research and Innovation in Social Science (IJRISS) /Volume IV, Issue V, 2020*.
- Yidrim, I. (2016). Teacher Misbehaviour Unwanted According to Student's Perceptions. *International Education Studies*, 2(1), 44-51.
- Zebedayo, T. (2015). The contribution of Heads of School in curbing Teachers' misconduct in Tanzanian Public Secondary schools: A Case of Moshi Municipal council, University of Dodoma, Tanzania.

APPENDICES

Appendix A: Questionnaire for Head of Schools and Teachers

The researcher is a student of Open University of Tanzania at Tabora Centre pursuing Masters in Education administration, planning and policy studies (MED – APPS) with registration number Pg201900281 . This student is conducting a research on” Effect of teachers’ misconduct behaviours on students’ learning and performance in Urambo district- Tabora”. Please help to respond on these items of this questionnaire and the information provided will be used for research purpose only and will not be distributed or taken with higher confidentiality. Hopeful that you will provide your time and responses to enhance this research.

Please tick (V) based on your sex

1. Male ()
2. Female ()

Please tick (V) based on your experience

- (i) Strongly Agree (SA)
- (ii) Agree (A)
- (iii)Disagree (D)
- (iv)Strongly disagree (SD)

1: A. There are teachers’ misconduct behaviours in school level which affect teaching and learning process which in turn affect students’ performance.

SA	A	D	SD

1. B. Common misconduct behaviours that contribute to students’ poor performance.

S/NO	STATEMENT	SA	A	D	SD
I	Drunkenness				
ii	Absenteeism				
iii	Abusive language				
iv	Lateness				
V	Drug abuse				
Vi	Escaping some topics				
Vii	Poor dressing code				
Viii	Sexual harassment				

1: C. Mention any other five common misconduct behaviours that contribute to poor performance of students in your area.

- a)
- b)
- c)
- d)
- e)

2: A. List any five factors for f teachers’ misconduct behaviours in your area

- a)
- b)

- c)
- d)
- e)

2: B. Provide at least five ways in which teachers' misconduct behaviours affect students' performance in your area.

- a)
- b)
- c)
- d)
- e)

3. Suggest five strategies that can be used to minimize teachers' misconduct behaviours in your area.

- a)
- b)
- c)
- d)
- e)

**Appendix B: Interview Guideline Questions For DEO, DAO, TSC Officer and
Parents**

- (i) How old are you? (a) 30 – 40 (b) 41- 50 (c) Above 50
- (ii) For how long now you have been holding this position?
- (iii) Do you know professional ethics that guide teachers when implementing their duties?
- (iv) Do you think that teachers are aware about their professional ethics when implementing their duties?
- (v) Do you think that teachers observe professional ethics in implementing their duties?
- (vi) Do you think that observing professional ethics have contribution on student academic performance?
- (vii) Have you ever experienced teachers' misconduct behaviours since you held this position?
- (viii) What are the common misconduct behaviours you have experienced from teachers in your area of supervision?
- (ix) To what extent misconduct behaviours contribute to poor performance of students in academic performance?
- (x) What do you think are reasons that make teachers commit misconduct behaviours in your area of supervision?
- (xi) What strategies do you apply to make sure that your teachers abide to teaching and learning professional ethics?
- (xii) What are the challenges encountered when supervising professional ethics to your teachers?

(xiii) Do you conduct induction and orientation course to new teachers in your area?

(xiv) Suggest strategies that can be used to ensure that teachers observe teaching professional ethics.

Appendix C: Time Frame

TIME	ACTIVITY
November 2020- February 2021	Proposal writing
March – April 2021	Data collection
May- June	Data analysis
July – September 2021	Report writing
October 2021	Submission of report

Appendix D: Document Review Guide for Selected Schools

S/N	Document	Available	Not Available	Comments
(i)	Staff attendance book			
(ii)	School time table			
(iii)	School meeting records			
(iv)	School time table			
(v)	School reports book			
(vi)	Teacher s' lesson notes			
(vii)	Standing order			
(viii)	Class journal			
(ix)	Parents' meetings			
(x)	Inspection reports			

Appendix E: Reseach Budget

ITEM	DESCRIPTION	AMOUNT
Books	Literature guiding and supporting the study	5000,000/=
Stationary	Reams, pens and other stationeries	50,000/=
Travelling expenses	During data collection to data source	50,000/=
Meals and accommodation	During the whole process of research	200,000/
Dissertation production	As stipulated by open university of Tanzania	60,000/=
Research defence cost	About four days to be used for preparation	120,000/=
Communication and internet	Searching material and communication with supervisor	50000/=
Emergence	Anything which is note mentioned	100,000/=
TOTAL		1,130,000/